

A forum for economy

Monday's meeting of Mr Anthony Crosland's new consultative council on local government finance (page 3) has been greeted on all sides with enthusiastic noises. These have, temporarily at least, drowned the voices of those critics who maintain that government enthusiasm for the project stems from the improved prospects of control over local authority spending, rather than from their pleasure in welcoming representatives of local government in central policy planning. (The Association of County Councils are now protesting about their representation but are not attacking the council as such.)

No doubt the success of Monday's meeting was in part due to Mr Crosland's persuasive charm. But even the cynics go further than that in giving cautious support to the council as a potentially useful forum both for control of expenditure and for policy consultation.

It seems, in fact, extraordinary that formal consultations between local and central government on anything except a departmental basis have hitherto been confined to the hasty talks which follow the technicians' annual wrestling match over the rate support grant. Machinery which brings local and central government together to discuss policy and expenditure on a longer term basis must be welcomed. And indeed, even if the emphasis is almost wholly on economy—and for the immediate future it must be—consultation is valuable in deciding where the cuts are to fall.

It remains to be seen, if the council are active, they can avoid treading on departmental toes. For example, one suggestion is that they might study comparative costs of different kinds of organization for the 16 to 19-year-olds, or investigate the technical costs or the cost of innovations voucher. But could this new consultative council (which is to have their own secretariat) do any of these things without invading the territory of the Department of Education and Science and creating friction between the Department and the Treasury?

This sort of analysis would pro-

vide the Treasury with the information they need to make effective economies instead of the present situation where crises result in blanket directives which can be easily dismissed as impractical. It would at the same time have the virtue of exposing the Treasury to direct contact with local government.

It seems likely that if the council do function in this way, they will have the effect of accelerating the present local authority movement towards corporate management techniques. This, while it makes obvious managerial sense, has never been in the least popular with educationists, since it can all too easily become a gauging-up on the fat man who swells two thirds of the cake. Educationists as such will be represented in the council directly by Mr Reg Prentice but only indirectly by the local authority associations. There may yet be cause to lament the decline of the AEC and the fact that there can be no group on the authority side specifically interested in education taking part in the consultations.

At present speculations about the council's role must be hedged with reservations. They will depend for their effectiveness on how they are set up, how they work, on the level of commitment to them. That could, in turn, vary with the political climate, since the council as presently constituted, reflects Labour's political control of a majority of local authorities, especially those in the north. A less cordial atmosphere could prevail when, as is part of the normal pattern, local government elections go against the party in power at Westminster (as they have again begun to do).

A further question mark hangs over the possible role of the council should the Layfield committee produce a scheme for financing local government which gave it more genuine autonomy. It is improbable that such a scheme would ever be accepted by central government without a reliable mechanism for overall economic control. If the council function effectively it is possible that they could become that mechanism.

No free school cash

Inner London are now firmly committed to the principle of supporting smaller schools. Smaller schools within the system, that is. The go-ahead was given for primary schools of one and two-form entry at the ILEA's development sub-committee on Wednesday (page 4). But the White Lion Street Free School was refused a grant to enable it to continue as an experiment in urban education (page 7).

In deciding not to sell off old schools but instead to let them enjoy the extra space provided by the 25 per cent drop in the primary school roll (by 1980) the ILEA are following the logic of their recently announced policy on secondary schools and the wishes of parents. They are also, they say, accepting the evidence. Miss Pat Burgess, a senior schools officer, is quoted as saying at an ILEA meeting: "that every head she has

spoken to says that there is less disruption where children have more space. The experience of the scheme for Children in Special Difficulties has, not unexpectedly, reinforced this view strongly.

So is it a dogmatic attachment to not supporting independent schools, or a semantic difficulty over a truancy centre which has prevented the grant? Either way it seems a pity that a scheme which already offers so many of the features which the ILEA subcommittee proclaim as desirable should be placed in jeopardy. It is also an odd comment on the ILEA's financial policy that it cannot raise a fairly modest sum to keep the Free School going but has no difficulty in finding a not very different sum to put up the salaries of the political leaders' personal assistants.

Isolation and violence

There is no child under seven in certain parts of Belfast who has known what it is like not to live in a ghetto. Catholics and Protestants may go to schools only five minutes apart. But their schoolwork, school games, homes and jobs might be happening in different worlds. During the past two weeks, joint programmes by ATV and Ulster Television have given viewers glimpses of the lives of some of these seven-year-olds. We have seen through their schools and their families both the isolation between the groups and some of the violent contact.

After bringing some of the children together for the first time, the parents had the back of their heads

pleasurable contact. To the obvious elation of the interviewer, the heads were Christian-naming each other, and promising mutual visiting and religious education. The twelve parents were thinking that the possibility of keeping religion for out of school. Most viewers will surely have hoped for success for that venture. But what hope can it hold out in each other television studio? We have seen that does not prevent them from supporting the groups who do it outside. The two parents, who argued that education is religion, were in the minority in the discussion, but their view has the political significance of a power to change that.

Dear Mr Bramall...

John Rae



Dr John Rae (above) and Mr Ashley Bramall, leader of the Inner London Education Authority, were recently billed by the Grays Inn Debating Society as guest speakers in a debate on "the imposition of universal comprehensive education". Mr Bramall decided not to take part because he disagreed with the wording of the motion. Dr Rae here outlines the points he intended to make.

something of a hit and miss affair. How can we be certain that one method of teaching, one curriculum, one form of secondary organization is right? If we have learnt nothing else from the past 10 years, we should have learnt that no one view in educational controversy can claim absolute authority.

It is this that convinces me that in education, more than in any other area of society, variety, contrast and friendly competition are essential. Our problem is that society has become identified with privilege and uniformity with social justice. But it is variety and not uniformity that can and should be the vehicle for achieving social justice. It is a choice of educational environments in which individuals can find fulfilment. In education as in other matters, to each according to his need.

A universal comprehensive system would preclude variety with no guarantee of achieving social justice. On the other hand, it is unlikely that the central government will ever be sufficiently enlightened to order variety.

We should be grateful therefore to our views on the merits and demerits of the comprehensive school. They are not only defended by local democracy but also form of secondary organization should be universal. Education is not an exact science though Penguin Education did its best to persuade us to the contrary. We do not know what is for the best. We draw on experience, trying to learn from the mistakes we can identify; we are not sure how to measure efficiency or success, and even if we think we do, we still cannot prove how we did it. For the best teacher in the best school, education will remain

unqualified, unemployed—and cheated.

Mr. The working party set up by the National Youth Employment Council say in their excellent report (Unqualified, Unemployed, Unemployed, published in January by HMSO) that they cannot accept the concept of a "residual element" of school leavers who will always be unemployed. Their numbers cannot be reduced.

As a voice from the production line, I want to endorse this belief. There has been brought thousands of young people into a direct relationship with the world of work. They are not, as the report says, "a residual element" but a "residual element" of the working party. They are not, as the report says, "a residual element" but a "residual element" of the working party. They are not, as the report says, "a residual element" but a "residual element" of the working party.

Letter to the Editor

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Staff get tough as l.e.a. go below quota

by Sue Cameron

Teachers in Derbyshire may introduce a new part-time education in some schools next year in retaliation to the county's decision to employ 306 for a realignment of the county's comprehensive schools.

You have been a member of the Derbyshire teachers' organization since the county's decision to employ 306 for a realignment of the county's comprehensive schools. This week leading members of the organization met to discuss the county's decision to employ 306 for a realignment of the county's comprehensive schools. This week leading members of the organization met to discuss the county's decision to employ 306 for a realignment of the county's comprehensive schools.

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Scots set the pace with £315 rise

The apparent link between pay settlements for Scottish and English teachers was broken this week, said Mr John Pollock, general secretary of the Educational Institute of Scotland.

The negotiating sub-committee of the Scottish Teachers' Salaries Committee settled on a formula that will give every teacher £315 or 10.5 per cent—whichever is greater—on top of Houghton scales plus three. This brings the minimum starting salary to £2,315.

The settlement means the total salaries will rise by about 20 per cent over the Houghton scales, or about 12 per cent on Houghton plus three. The teachers' claim, by their own reckoning, was for about 3 per cent more than that.

Teachers in England and Wales, said Mr Pollock, had opted for arbitration as something of a gamble, preferring in these inflationary times to get money in the pay packet as quickly as possible.

Teachers in England would get their rises before the summer holidays. In England it could be November or December before settlement was reached.

Mr Pollock was confident that Scottish teachers at the bottom of the scale would maintain or improve their advantage over similar teachers in England. Negotiations in England had broken down on a starting salary of £2,181.

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ACC ecstasy turns sour after first finance talks

The Association of County Councils are likely to complain to the Government about their representation on the new consultative council on local government finance.

The council, which was announced in the Chancellor's Budget speech, is intended to be a forum for discussion between central and local government on matters affecting local authority finance. It met for the first time this week under the chairmanship of Mr Anthony Crosland and with other ministers, Mr Reg Prentice among them, as members.

Afterwards, the major local authority associations were ecstatic about its success, but the ACC later had second thoughts.

On Wednesday, Mr Carleton (Leitherton, ACC secretary said: "We do have reservations on the representation on the council, and we will be considering this further."

His association has four representatives on the council. Their complaint is that the Association of Metropolitan Authorities, who also have four representatives, should be speaking for the Greater London Council and the London Boroughs Association which between them have a further six representatives.

Both the GLC and the London Boroughs are members of the AMA. After the meeting, the ACC and the AMA said the council was a real step forward in their relationships with central government.

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Students defy police

Students occupying the Senate House, Warwick University's administration centre and telephone exchange, sat tight this week, in spite of the threat of police eviction.

At a packed meeting in the university's art centre on Tuesday, over 1,200 students voted almost unanimously to continue their support for the occupation and defy an Appeal Court ruling to vacate the building. They also decided that if the police were brought in, students would immediately vacate the building and take possession of the art centre instead.

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Dishevelled elegance—and a strong taste for tradition

"You won't get much copy out of the idea that we're progressive", Patrick Nobles, Bedales' new and somewhat harassed head warns everyone eager to find out what the Royal Family are up to sending their children down to Hampshire to be educated at his school.

The Dartington Social Research Unit confirmed his words when they offered to measure Bedales' progressiveness against the tiny handful of coeducational boarding schools of which it was one of the first. "On a scale of 0-100 you could say we score 100, whereas Bedales only scores about 50 or 60."

Allowing for a little friendly professional rivalry, the comparison is probably fair. But Bedales has never lived down its early reputation. It still appears just as much a school for the beautiful people it has always attracted. Provided, of course, they can go on paying fees of nearly £1,400 a year.

Whatever else it may be, Bedales is the heir to a distinctive tradition. Its illustrious founder and head till 1935 was Mr J. J. Badley, who died in 1967 at the age of 102. His lieutenant, Os Bos Powell, summed up their philosophy: "No excluding barriers between techniques and academics... the sanity, the integration of school life is to be achieved by a happy balance between the hand, the eye, the ear and the intellect." An Old Bedalian of the twenties vintage remembers "wonderful lectures on Greek history and the Bible. Best of all were 'the Chief's psychology', and, when we became curious about the facts of life, 'the Chief's anatomy'".

When the school opened in 1893, there were three boys and six members of staff—even better than the present ratio of 12 to one. Every one made their own beds, darned their own stockings and washed up. There was cricket and beekeeping, bookbinding and carpentry to provide the cupboards and shelves needed for the library.

Alfred Carpenter, Bedales' aptly named first pupil, remembers "the paragon and the murchies in their respective seasons. The thought of it all still makes my mouth water". And a contemporary of his recalls "much gathering of garden leaves, the weekly task force detailed off to clean the earth closets and the first enthusiasm for the week of haymaking, rather subdued by later blisters and sun-baked



"Just risqué enough."

Frances Stadlen visits Bedales, chosen by Princess Margaret and Lord Snowdon as the school for their children

In 1898 the first girls arrived, according to one theory because Amy Garrett, "a formidable woman with Wagnerian tastes" and a militant suffragette, made coeducation a condition of marriage to Badley. The more likely explanation is his close connexion at Cambridge with her well known feminist family the Garrett Andersons. Mrs Badley, known as Mother Bee, played an important part in the life of the school and tried to preserve a family atmosphere. With 140 pupils this has become rather more difficult.

Bedales still excels in the arts and crafts to which it attached such importance in its early days. In well-appointed, spacious workshops girls and boys reach a high standard in engineering, woodwork, jewelry, enamelling and metalwork. They make Welsh dressers, rocking horses, silver brooches and electric guitars. David Butcher, head of the design department, has pioneered an imaginative 0 level course which links art and craft with mathematics, history, economics and the everyday world.

Bedales is also strong on drama and music. In the past year there have been two major productions, *Twelfth Night* and *Stump—a Divine Comedy*, which was conceived, written, composed, produced, danced and acted by members of the school. About two-thirds of them play an instrument and there are no less than 19 private practice rooms.

The school has always made a point of encouraging reasonably relaxed and informal personal relationships and coeducation is clearly an important aspect of this. The fact that the boys' dormitories are more central than the girls' helps to explain, according to one male sixth-former, why "although they are not numerically superior, males somehow manage to dominate".

Many of the pupils address many of the staff, including the head, by their first names. There is a uniform. Most people go around in a state of dishevelled elegance. One unusual feature is the presence of many younger children, from the nursery, junior and middle schools, on the same site.

Within the senior school the ages are mixed in the dormitories, which one pupil regards as "extremely valuable" in breaking down barriers. Instead of prefects there is an executive body, most of whose members are elected by the top three years.

To supplement this mild exercise in democracy, sixth-formers can spend a fortnight working with and living in the homes of pupils from a High School, a comprehensive in Sheffield. The Aston pupils then come back to Bedales. This opportunity to see how the other half lives is rather popular.

Like ageing civil servants, to get into Bedales candidates have to undergo two days' observation, the only formal test being in English and maths. They are invited to bring along specimens of unaided work, such as drawings, paintings, needlework, models, woodwork, poems and essays. Bedales has always had a way of snapping up creative children.

At the same time the prospectus emphasises that the school takes no admissions on a purely academic basis, and that it would grace the best public school. Sixth-formers may not swagger around with the hat and top buttons on their waistcoats and a license to lord it over everyone else, but there are many strong and some strange traditions that are unique to Bedales.



"No excluding barriers between techniques and academics." Below: the workshop.



jects offered at A level have grown. Despite the fact that a third of its pupils would not have got into a grammar school, the school's record in external examinations is respectable, if not dazzling. About 30 go to university each year.

This is a sore point with some Old Bedalians, who regret the departure from Badley's original ideals. In a memorial tribute to the old man, Giles Brandreth observed "Many sense that Bedales is sinking deeper into the conventional pattern, losing all out for the university places and forgetting the fact that time was when the stage hand or the tractor driver counted as much as the Oxbridge scholar."

The epithet "conventional" seems thoroughly appropriate to Bedales. Contrary to popular belief, everyone has to go to lessons and they cannot choose what they learn. They get up at 7.15 a.m. and it's lights out at 9.30 p.m. There are no courses in farming or horticulture and no more than the usual selection of outdoor pursuits to substitute for games. Although a contingent of 11 and 12-year-olds from the middle school took a trip to Biba last year to give substance to their project on decadence, their interest in it was said to be purely academic. As the head put it: "We are not Dartington Hall, nor are we Summerhill."

The school's symbol, the worker bee, and its motto, "work of each for weal of all" would grace the best public school. Sixth-formers may not swagger around with the hat and top buttons on their waistcoats and a license to lord it over everyone else, but there are many strong and some strange traditions that are unique to Bedales.

LEA's nights-a-week, at evening

Future of free school in doubt as ILEA cut funds

White Lion Street Free School North London, an alternative community school, which has been going for nearly three years, is threatened with closure. This follows the Inner London Education Authority's decision not to support

the ILEA, who are faced with growth, like most other local authorities, have told the school that if it were to continue it would mean spending elsewhere. They are already turning down "very surprising and worthy" applications from maintained schools.

No authority said their principal action was to maintain their own schools. To support the free school would be supporting an independent school.

Money has, however, been provided for new youth and adult centres at the free school, and it is likely there will be subsidised meals.

ILEA's decision is seen by educationists as significant, because other authorities with similar policies may imitate them.

Harvey Hinds, chairman of the subcommittee, said since the school had decided some years ago to support any more places at independent schools, they found it difficult to support the free school to the degree they had been asked.

He said they would never enter the maintenance sector and it seemed to be tantamount to setting up an alternative system. I found it not justifiable supporting it."

At a press conference at the school this week, the staff said the school had advised that the ILEA could support the school to the degree they had been asked to grant aid such an experi-

ment. The school's main source of income in its first three years has been an annual £8,000 grant from the Wates Foundation. This ends in

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and adds that "Now they are just the children living near who want to come". This is misleading.

"We have never changed our intake policy. We simply had to limit the catchment area when we became oversubscribed. What you can say is that a high proportion of our children, particularly at the secondary age, had been truanting for long periods. It is also true that a high proportion of the children come from families with considerable social and educational difficulties."

"It is true that the eight staff are not paid national rates, but that is simply because we don't have the money."

"We are now publicizing the ILEA's decision because we have enormous local and national support and we think it is very important that we survive. We feel we have a lot to offer to the future of urban education. We don't think it should be a secret debate any longer—we are not going to survive without the help of the ILEA. We want to work with them in posing alternative educational solutions—not against them."

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Radical moves to ease plight of young jobless

A drastic change in the Government's attitude to the training of young people to forestall inadequate stop-gap measures which unemployment is being urged by the Institute of Careers Officers.

A recent deputation to the Manpower Services Commission, who have responsibility for employment and training, called for the introduction of a junior version of the Training Opportunities Scheme. At the moment this is restricted to retraining of workers over 19. An equivalent scheme for 16 to 19-year-olds was proposed earlier this year in a report by the former National Youth Employment Council.

The ICO also want the return of the training awards scheme, an emergency measure which was introduced at the height of unemployment in 1972. School leavers who could not get apprenticeships were given one-year's training sponsored by the Government.

Mr Ray Hurst, secretary of the ICO, said that they wanted the Government to extend this to include full apprenticeship training. "This is radical but how else

is the country to maintain an adequate level of trained manpower?"

Unemployment among young people was rising rapidly. In his own area, Cleveland, the number of unemployed young people had doubled since last year and there were only half the number of vacancies. Unemployment was likely to be here for a long time, so short-term measures would not be much help.

The MSC had said that if the training awards scheme were re-introduced prematurely it might encourage employers to pick up what training they already do.

"But we are concerned about the principle. Should it always be the responsibility of the employers to train? The State already undertakes the training of adults through TOPS, and more able pupils in higher and further education. Why not the young school leavers?"

The ICO have been studying the education of 16 to 19 year olds. They will submit a policy statement to the Department of Education and Science who are taking evidence on day release.

Linked courses a spur to FE

Pupils who follow linked courses at a local further education college are more likely to continue their education once they start work, according to a study by the published shortly by Mollie Mowbray College of Further Education.

Nearly two-thirds of pupils who had done linked courses went on to further studies. This was compared with just over one-third of pupils who had not done so.

Linked course students were also more likely to have continued their studies by day, whereas the others relied more on evening or correspondence courses.

They also seemed more conscious of career prospects, scope for nat-

ural skills and training opportunities, and to place less emphasis on money wages. They tended to stay some time in their first job, and then moved on to one which offered better prospects.

Interviews with some of the pupils showed that a few had considered themselves failures at school.

"It is estimated that there are currently some 200,000 young people receiving their education simultaneously in schools and colleges", the report concludes. "If the trends discernible in this report are applicable nationally, then the benefits to the individual and the nation must be really substantial."

Department of Education and Science
Scottish Education Department
Department of Education for Northern Ireland

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Teacher and School Exchange (Europe) Department
England and Wales: 43 Dorset Street, London W1P 0LP. Tel: 01-482 6101.
Northern Ireland: Department of Education, 3 Rutland Crescent, Edinburgh 9, Scotland. Tel: 01-482 6101.
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Further details may be obtained from:

The Secretary, Polysample Course,
Newcastle upon Tyne Polytechnic,
Ellison Building, Ellison Place,
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Department of In-service Training
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The Vice-Principal (In-Service Department),
Jordanhill College of Education,
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WEA conference

Talks soon on an Open College

The Government are to call a conference in the autumn to discuss the concept of an Open College. This was announced by Lord Crowsley-Hunt, Minister for Education, before the WEA conference last week.

He told a pre-conference rally that the Open University had been one of the great success stories of our time. He quoted from the Russell report which put forward the idea of an open college using a multi-media system, and catering for different academic levels.

"Can't we have an ambitious vision of an open college or colleges which operate in the non-vocational fields, offering a wide range of cultural and other courses which will enrich all our lives in the context of what is now fashionable to call 'recurrent education'?"

Lord Crowsley-Hunt said the conference would include representatives of the WEA, local authorities, the Open University, voluntary bodies, the TUC and all those concerned with vocational and adult education.

It would discuss whether the college or colleges would be a teaching aid for courses being run by existing organizations or as a providing body in its own right. Would there be one college or a number of regional ones? What would be the role of the voluntary bodies?

"When that conference is over," he said "we shall need to consider not only whether it really does offer the possibility of making more imaginative educational provision available for more people at less cost than some of our traditional methods. And if it does we shall then want to consider the possibility of a pilot project or feasibility study."

The minister referred to the cutback in educational expenditure. It was not possible at the moment to consider changing DES support for the WEA, but the Department would help the WEA to avoid crippling financial difficulties.

Warning lights fail to halt rush into the red

The Workers Education Conference in Harrogate last weekend was the kind of conference where the speakers would not stop speaking. The red lights would flash, officers try to intervene and the general membership howl and hiss in vain. The speaker would continue unchecked.

It had considerable symbolic importance. As with its erring speakers, the conference marked a headlong rush by the association through their own red warning lights, with both membership and officers seemingly reluctant to take the drastic action necessary to call a halt and change gear.

The conference had been billed as a crisis meeting. A 12-page document, sent to delegates, along with the order papers, showed that nine of the 21 districts were in the red for 1973-74. The central office's reserve funds could be exhausted within two years and urgent steps must be taken to raise money both from inside and outside the organization.

In his opening speech Mr Bill Hughes, the president and principal of Ruskin College, referred to the still unimplemented Russell report on adult education. "The assumption in which the association in 1973 were acting in accepting the report was that the Department of Education and Science would also respond to the challenge. So far this last hope of a national lead from the DES has been disappointed or at any rate deferred."

Dr. Elizabeth Monkhouse, the deputy president, was even more bleak. "An overall study of the finances of the WEA in England and Wales in 1973/4 presented a disturbing picture of sharply rising costs set against slowly rising income."

"While some increase in income must and will be sought from voluntary sources, unless more help is forthcoming from public funds there is a real danger that the present momentum of the

Reports by Tim All

WEA will be lost and with it morale and goodwill of its many workers in a damaging and finally difficult to recover."

It was clear that the Government would do no more than maintain the status quo. The WEA association, on a core and tenance basis. Lord Crowsley-Hunt, Minister of State, spoke at a pre-conference rally, and said that the Government could not bail the movement out of its "crippling financial difficulties."

There was some faint motion passing, such as the Government to expand its national standards and the national standards for raising school leaving age. There were some signs of ill-felling by the national committee and WEA tutor-organizers, but awarded new conditions of pay a long struggle.

However, the programme action which the association pledged themselves to undertake hardly dynamic. They are at that it should be made more local authorities to provide suitable accommodation for classes. The national committee to negotiate with the DES to grant to cover the cost of some officers and administrative expenses. Every two years a national committee will hold local meetings for district and professional staff. And year will be WEA Broad View.

The conference also decided to refer to the national committee proposals to set up a working group on retirement education. A central office will be appointed to advise districts on legislation.

Whether this package will be enough to save the WEA remains questionable. One day afterwards: "The only motion on the agenda at the conference in two years time will be to wind us all up."

THE TIMES EDUCATIONAL SUPPLEMENT 16.5.75



Hostel for autistic in Gravesend.

Hostels can help autistic

Autistic teenagers often have to spend their lives in mental subnormality hospitals when they leave school because there is nowhere else for them to go. This is according to a report published this week by the National Society for Autistic Children.

The report says that more hostels should be provided like the two run by the society in Gravesend and Somerset. Progress made by young people in these hostels proves that specialized residential care and education can help their development.

It is unfair to expect parents to act as "unpaid custodians to their handicapped children". Families who find it difficult to cope with a handicapped young adult are labelled "rejecting" by officials and made to feel inadequate and guilty.

The normal pattern of family life is for children to grow up and leave home. "Normal parents will, on the

whole, want this for their handicapped children too."

● Social service departments not health authorities should be responsible for the care of mentally and physically handicapped children in long stay hospitals, say the Council for Children's Welfare in a pamphlet.

"These hospitals, though no fault of their own are unable to provide the standards of care and education from which the children could benefit." They should provide home care, not custodial care.

The children were deprived of basic rights of privacy, mothering, education and holidays which were awarded to a child in a community home.

Autistic Teenagers—What Can be Done? National Society for Autistic Children, 1A Golders Green Road, London NW11 1SP.

Mr. Chisholm, Council for Children's Welfare, 183/189 Finchley Road, London NW3 6BP.

Parliament

Minister backs single-sex decision

The decision to allow single-sex schools to continue was defended by Mr Ernest Armstrong, Under Secretary of State for Education and Science, during the standing committee stage of the Sex Discrimination Bill this week.

Mr Armstrong was replying principally to Mrs Renee Short (Wolverhampton, North-East, Labour) who felt that single-sex schools were an anachronism. The Bill should have made some progress towards abolishing this division between boys and girls.

Mrs Short said that in some important aspects of education, the "deficiencies were considerable. Mathematics and science teaching in girls' schools tended to be not all that good because few mathematics or science graduates were women. Teachers suggested rather orthodox jobs for girls—shop work, clerical work or hairdressing."

Mr Armstrong said that the special report of the select committee on the second Anti-Discrimination Bill recommended against introducing legislation to make single sex schools illegal.

It was in favour of co-education. The number of single-sex schools was being gradually reduced. Much momentum had been given by the reorganization of secondary education.

But they must come to terms with the real world. Some parents genuinely wanted their children to attend a single-sex school.

There was no evidence to suggest that single-sex schools were discriminatory. In Education Survey 21: Curriculum Differences for Boys and Girls, published recently, it was shown that girls were more likely to choose science and boys a language in a single-sex school than they were in a mixed school.

The tendency for girls to choose modern languages, rather than physics and chemistry, was less marked in girls' schools than in mixed schools.

Plea to ban oversize schools and split sites

No more mammoth or split-site schools should be built. Planners should concentrate on "offsetting" the minor curricular constraints of small schools", says Dr Elizabeth Halls, of Hull University. In the latest issue of *Forum*.

It was time for a radical re-think about large schools. Existing ones should try to produce small school conditions within themselves.

The advantages of small schools were formidable. The main drawback was that the curriculum was likely to be restricted.

A four-form entry school could offer 18 A level subjects and a choice in a three-form entry school could be improved. Sixth-formers could stay on until 4.45 pm and those with specialist needs could follow a linked course in a local further education college or even a correspondence course.

One research study showed that 14 educational factors only were considered, the ideal size for a school was between 400 and 999 pupils. Another study, which also included cost and administrative factors, gave a size between 800 and 1,200.

"There is thus reason to suppose that the Circular 10/65 guideline on a minimum of six-form entry not as a minimum but as an average or ideal size." This would have combined the advantages of lower curricular constraint and, possibly, best

Only in this way can trivial matters of discipline and pastoral care be dealt with on the spot. Classes should mainly be taught within restricted areas of the school by a restricted group of teachers who do not often have to venture outside their own area. Teachers also needed some variety.

One way of doing this would be to divide the first three years of a 12-form entry school into three vertical blocks. Each block, consisting of four forms of each of the first three years, would be allocated to one area. Each teacher would be assigned to one of these blocks and would not teach outside it, except in the fourth year upwards.

The fourth and fifth year could be similarly divided, at least for compulsory subjects. Teachers would get enough teaching in the upper school to give them variety.

Forum, Summer, 1975. Available from 11 Beacon Street, Taichfield, 50p.

Alternatives to abolition
Direct grant schools should be made less selective and fairer to children of all backgrounds, said Mr Donald Lindsay, director of the Independent Schools Information Service, last Friday.

Speaking to parents at Bancroft's School, Essex, he put forward an alternative to the Government's plan to abolish direct grant schools. The quota of free places should be ended and all parents should pay means-tested fees. This would avoid the anomaly of the clever

child of wealthy parents benefiting from a free place which is possible under the present system.

Schools should be comprehensive up to the age of 14. This was an idea proposed by Mr Stuart MacLure recently in the TES.

Mr Lindsay also suggested that boarding places should be increased and a new list of direct grant schools drawn up to ensure a wider geographical spread. This would include some voluntary schools. Existing direct grant schools would not be automatically readmitted.

Staff can stop smoking ...

How many teachers would pop into the staffroom at break for a quick spit? That was the analogy used by the Duke of Gloucester, to condemn smoking when he opened a conference organized by ASH (Action on Smoking and Health) in London last week.

Smoking, he said, was as big a spitting in public. In spite of smoke-filled staffrooms up and down the country, ASH got more letters from teachers than any other non-medical group. They expect that two surveys, due to be published shortly, will show that smoking among teachers, and professionals in general, has declined.

Use of cigarettes among the working classes has been rising. This poses a real challenge to those who would educate them not to smoke. How important is the example set by teachers and do they need as much, or more, support as their pupils to avoid smoking?

At the conference Mrs W. Anderson, a teacher who has visited hundreds of schools in Northern Ireland for the Ulster Cancer Foundation's anti-smoking campaign, said the facts alone were not enough to change behaviour.

Pupils had to be told what smoking involved in terms of reduced sex appeal and impaired athletic stamina. She did not think that anti-smoking classes glamorized smoking. "There will always be a small number of boys who will smoke because of the danger. They would probably smoke anyway."

The Berkeley project, an American health education programme, has rejected a nicotine approach to smoking education. Mr Roy Davis, the project's director, described how 150 autonomous school boards, involving several thousand schools, had adopted the programme, a multi-disciplinary course for nine to 13-year-olds.

For 10 to 12 weeks each year the central feature of school work is the feeling of school work is important for the human body. This becomes the focus for written, number, creative and discovery work.

Because they are focussing on the experience of their own body, pupils are tremendously motivated, said Mr Davis. Reductions in truancy, delinquency and classroom hostility had been attributed to the programme.

Black children held back by 'isolation'

Black children are not learning to use English properly because communities remain isolated in the rest of society, says a report on language proficiency in schools published this week by the National Foundation for Educational Research.

Eight hundred English schools were tested in four different ways: speaking, reading, writing—along with 400 American, West Indian and 200 Bangladeshi. Though a large proportion of black children were competent, they did not do as well as the British children, even when born in Britain.

"This suggests that some of the minority groups have not become fully integrated into the mainstream," says the report. "The initial lack of communication with the mainstream has not resolved... it is a disappointing situation."

The report confirmed what teachers have long known: that children's language skills are learned from the language spoken at home. A child will learn to speak in the language of the home, even if it is not English.

The tests also demonstrated that black children are not doing as well as white children in the language performance tests. The language performance tests of black children in schools with high immigrant populations showed only 2 per cent of black children were competent in English.

Pre-school education for black children seems to be lacking. Those who stayed at home did not learn to use English. Those who stayed at school did not learn to use English. Pre-school education for black children seems to be lacking.

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Those who stayed at home did not learn to use English. Those who stayed at school did not learn to use English. Pre-school education for black children seems to be lacking.

... and fight fatness

A survey had shown that a quarter of all 10-year-olds and 13 per cent of all 15-year-olds were overweight without food for 38 hours or more because they are not breakfast. Another found that only one child in 25 who went without school dinners had a meal of comparable quality. Instead, the rest had nothing at all or relied on snacks, which were low in protein, iron and calcium but high in sugar.

Concentrating nutrition education in home economics classes largely excluded boys and those taking more academic subjects. There should either be a formal health education course throughout the school or nutrition should be taught through other subjects.

The *Health Education Journal*, vol 34, no 1, 1975, pp 78. New Oxford Street, London WC1 1SP.

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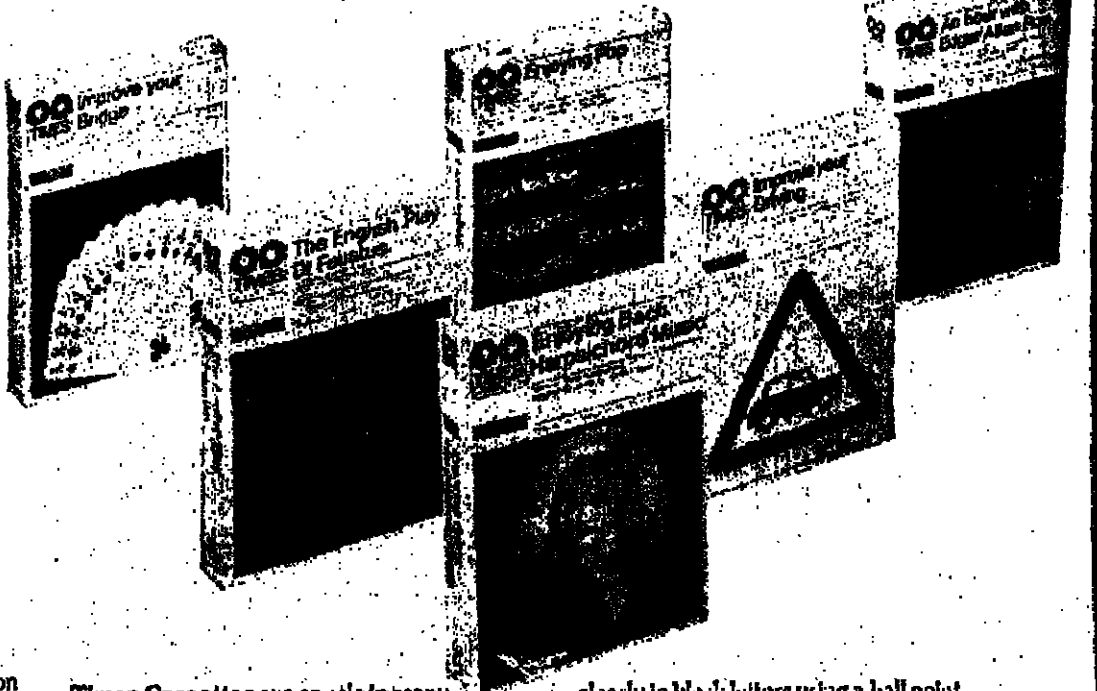
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More isn't always merrier

Children from large families seem to have more than their share of problems at school. And, by and large, the problems get worse, the larger the family grows.

A report by Mr Ken Fogelman, of the National Children's Bureau, points out, that, by the age of 11, a child with three older brothers or sisters and three more younger than himself is likely to be 26 months behind an only child in reading ability and 12 months behind in mathematics. He is also likely to be about 3.9 centimetres shorter and far less well adjusted socially.

This trend has shown up in almost every study of child development. Mr Fogelman's figures, which are based on the National Child Development Study's 1969 follow-up of the 16,000 children born in one week in 1958, are probably the most reliable ones available.

But why does it happen? Do large families really penalize the children who belong to them. Or is their poor performance a side effect of social class? Large families are

known to be more common further down the social scale, where a child's chances are bound to be worse for a number of social and environmental reasons.

Mr Fogelman went back through the results of the 1969 survey to test this. He found, as expected, that most of the large families were in the lower social groups. Only 3 per cent of children in social classes I and II were from families of six or more, while nearly 52 per cent were from families of one and two. At the other extreme in social class V, the proportions were 20 per cent and 28 per cent.

Large families were also more common in the poorer parts of the country, and—another sign of poverty—they were far more likely than other families to be living in cramped ill-equipped accommodation.

But when he analysed the material more precisely to separate out the influence of specific background factors upon performance, it became clear that family size was a force in its own right. The most striking proof of this was that children in the same social group did worse the larger the family they came from.

The importance of family size did vary, however, in some respects. In reading and mathematics, social class was the most influential single factor in determining a child's progress. But once a child had three or more siblings, older or younger,

he was about as badly off as the poorest child in the poorest social group. More than that, he was even worse off.

Social adjustment, more strongly influenced by parental involvement and child's school life than by family size, was also a child's disadvantage as a child in a large family. The child in the middle of a family of four had a greater disadvantage than any other on this count. Physical development, as measured, crowded living seemed to matter more, but one of four came next, and from larger families had a greater handicap of ill health, seemed to have little influence on physical development.

The explanation Mr Fogelman put forward is the large number of children upon parental resources. In rural deprivation, there are two obvious factors. There is less space and more noise in the physical development of a child from large families. Parents are more likely to be strained, and it is much more difficult for a child to get his own space—there are not, for example, each child's progress in a British Journal of Social Medicine, vol 5, no 1.

Heavy strain on mothers of handicapped

A study in South Wales has found disturbing signs of stress among the mothers of severely disabled spina bifida children. All the mothers in the sample had high scores on a stress index, but there was a sharp escalation when children were completely immobile, incontinent and had IQs below 80.

There were 51 mothers in the sample, all with a child born between 1956 and 1962. At the time of the study, the children ranged in age from nine to nearly 16. Brian Tew and K. M. Lawrence of the child health department at the Welsh National School of Medicine asked the mothers to complete a special test questionnaire, known as the "malaise inventory".

This investigated various aspects of physical and psychological health. Among the questions the mothers were asked were whether they ever flew into violent rages, whether they suffered from digestive upsets, and whether they felt tired most of the time.

The resulting scores did not increase in a steady progression with

the degree of overall handicap. Mothers of children with moderate handicap seemed to suffer little more strain than those whose children were only mildly handicapped. Moderate handicap meant mobile, but only with help and only partially continent. Mild handicap meant mobile without help and totally continent. Average scores for both these groups were around five index points.

But those whose children had severe handicap—completely immobile, completely incontinent—scored more than nine points.

When the various aspects of handicap were separately examined, immobility emerged as the most depressing factor, followed closely by low IQ and incontinence. But on each count, the scores of mothers whose children were affected by this handicap were almost twice as high as those whose children were without it.

One result puzzled the researchers. Mothers whose children were at normal schools showed only half as much stress as those with children at special schools, although almost all the special schools were residential and might therefore have been expected to lift some of the burden of care from the mother's shoulders.

The explanation, they think,

must be that the special children were also severely handicapped. The much evidence of the effect of residential care on the children's health is not taken into account in this finding. It is likely that a child with severe handicap would seem to be a burden on the mother's mind, and it is not surprising that many other children in the family.

A check on the children's families in the sample produced any other explanation. The mothers' stress scores did not seem to be related to how old the mother was, many other children in the family.

They add a final point. The children in this group were born before spina bifida was a generally recognized result, most of a severely handicapped child in this period did not have 15 of the sample were handicapped. A more complete of spina bifida probably contain a large proportion from this group. Stress is probably far more common now, they suggest.

British Journal of Social Medicine, vol 28, no 1.

Experiment in dual use

The mounting cost of providing and maintaining school buildings has given fresh impetus to the idea of using them as community centres out of hours.

Schools tend to be in accessible places, and have the right kind of facilities—a hall, often equipped with a stage, rooms of many sizes, kitchen, toilets, a gymnasium, sometimes a sportsground and a swimming pool as well. At a time when funds are short, dual use may be the only way in which community centres can be provided at all. At the very least, it is a quick way of creating them in areas with acute needs.

In Israel, financial constraints led to precisely this approach, three years ago. Community centres have long been regarded as having a vital role in building a closely knit society there. The current objective is a well-equipped centre in every local area.

But because of the cost, new centres have only been built at the rate of about four a year. So an experiment in dual use began in 1972 in different areas representing every kind of Israeli community, except major cities and kibbutzim. One was an Arab community in Western Galilee.

In some ways, the experiment has been completely justified, according to Mr Frank Loewenberg of Bar-Ilan University, who led the team that assessed the scheme for the Israeli Ministry of Education and Culture. He compared the performance of 14 purpose-built centres and

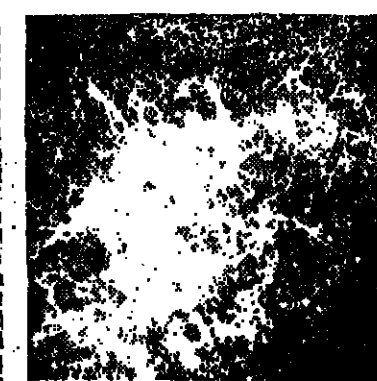
four based in school buildings. He found that both offered a wide range of activities and were in the same kind of areas, but that the school-based centres seemed to be more effective. If centres offering the same range of facilities were offered the same size and length of the hall, the school-based centres had a clear advantage, notably in the use of the hall for social and educational purposes. The school-based centres did not seem to be overburdened.

But a school did have an effect. Centres were found to be better than those based on schools, even if they were autonomous, more functional, more based on the needs of the community, and more successful in the direct results of the thought of the school. In the schools, policy was influenced by the school directors, and local councillors. In the autonomous centres, the school directors, and local councillors, were represented on the governing body. The school-based centres had a more direct influence on the school's own activities. The school-based centres had a more direct influence on the school's own activities. The school-based centres had a more direct influence on the school's own activities.

In the autonomous centres, over, leaders emerged from the community at large, and a range of views was represented on the board. The school-based centres had a more direct influence on the school's own activities. The school-based centres had a more direct influence on the school's own activities.

Community Development, volume 10, no 2.

Is this a source of cosmic energy?



Exploding star.

Where do the cosmic rays come from? For several years, this question has puzzled the physicists, who have two awkward alternatives to choose between.

One explanation is that the cosmic rays reaching the earth are produced within our galaxy, in which case it is hard to understand why the most energetic of the cosmic rays appear to arrive uniformly from all directions in space—they are not, for example, predominantly in the plane of the galaxy.

The alternative is that the cosmic rays we observe are produced by all the galaxies in the universe, which accounts well enough for the uniform spread of the energetic cosmic rays but leads to serious problems in understanding where all the energy comes from. For if the cosmic rays observed at the surface of the earth (or, more strictly, at some height above the atmosphere) are typical of the cosmic rays distributed through the universe as a whole, then the amount of energy filling intergalactic space turns out to be a substantial fraction of the energy of the universe as a whole.

As with most dilemmas of this kind, the truth is probably somewhere in between the two sharp extremes, but it has been uncommonly difficult for people to strike the right kind of balance.

One of the difficulties has been to decide how cosmic rays are pro-

duced in the first place, given that they are known to contain single particles such as protons with an energy equivalent to that produced by an electrical potential of 10¹⁷ volts—10 million million million volts or some 30 million times as much as the energy of nuclear particles from the most powerful accelerating machines now in operation.

Not so long ago, people were thinking that these exceptional particles might be the result of the collision of less energetic particles with the moving knots of magnetic field scattered through the galaxy (which can be recognized by the radio-astronomers as permeating most interstellar clouds of gas). Now it is more plausible to think that they come from exceptional stellar events—exploding stars such as supernovae, for example.

So it is pleasing to report that Dr Stirling Colgate of the New Mexico Institute of Mining and Technology has put forward what seems to be a sensible basis for a compromise between two radically different points of view. He starts with the supposition that most of the energetic cosmic rays come from exploding stars. In our galaxy and others, Writing in Physical Review Letters on May 5, he goes on to argue that the contribution of cosmic rays from our own and from distant galaxies to the cosmic rays observed at the earth will be a delicate balance between the rate at which supernovae occur and the rate at which cosmic rays produced in one galaxy will escape and travel first into intergalactic space and then to some other galaxy.

The notion that galaxies act as traps for cosmic rays requires some explanation. What happens is that the magnetic field that permeates our galaxy and others, although exceedingly small compared with the magnetism of the earth, is sufficient to prevent all but the energetic particles escaping. And even those that manage to get away are likely to be trapped in the galaxy for anything between 10,000 and 10 million years.

What is convincing about Dr Col-

gate's compromise is that he is able to show that the amount of energy carried into intergalactic space by escaping cosmic rays is small. What seems to clinch his argument, however, is that he is also able to show that about 10 with the rule that cosmic rays arrive uniformly from all directions should



Ten-mile tunnel of the Stanford linear accelerator.

begin to break down, and that there should be a tendency for them to be concentrated in the plane of the galaxy.

So far, only 101 cosmic ray particles with a greater energy have been found—a task which involves the use of vast arrays of instruments on the ground to detect the showers of atomic particles produced by the impact of an energetic cosmic ray particle on the upper

atmosphere. But there are some signs that the directions from which they arrive are not uniformly distributed over the sky.

The only snag is that Dr Colgate's argument leads to the conclusion that there must be one supernova explosion every 50 years—and that is a little on the high side.

The saga of the *psi* particles—the new particles of matter discovered in the United States last November—continues.

The first particle to be found, independently at the Brookhaven National Laboratory and the Stanford Linear Accelerator Center, was roughly three times as massive as a proton. Technically, it has a mass equivalent to 3,095 million electron volts, a description that naturally involves the use of Einstein's old equation $E=mc^2$.

The particle was a surprise for two reasons. Nobody had predicted it and it lasts for much longer than it should, which is not saying much, for even so it disintegrates in 10⁻¹³ seconds (that is one ten-millionth of a microsecond). Soon afterwards, the people at Stanford found a second particle with a mass equivalent to 3,694 million electron volts.

The new developments are these. First, a group of physicists at the National Accelerator Laboratory (also called the Fermilab) in the United States have found that there may be a third particle, with a mass in excess of 4,000 million electron volts—more than four times the mass of a proton. As yet, the evidence is circumstantial, but it has given comfort to those who have been thinking in the past few months that the *psi* particle is a new kind of matter and that there are lots more embodiments of it to be discovered.

The second set of puzzles has been thrown up by the latest measurements of what happens to the two well-identified particles when they disintegrate. The Stanford group has now made careful measurements which show that when the heavier *psi* particles

Science diary

by

John Maddox

disintegrate, half of them produce the lighter *psi* particle, and that two thirds of these disintegrations take place with the emission of a pair of pi-mesons with opposite electric charge.

Since the pi-mesons are the particles responsible for holding atomic nuclei together, the suggestion is that the heavier *psi* particle has some of the attributes of nuclear matter. But the lighter *psi* particle, when it disintegrates, tends to produce a pair of mu-mesons, the objects more than 200 times as massive but which seem otherwise identical with the electron, which suggests that the lighter *psi* particle is not a manifestation of nuclear matter in the ordinary sense.

All this will set the high-energy physicists into another bout of puzzlement. As an outsider, I am puzzled that for a quarter of a century, the physicists have accepted the existence of the mu-meson as a kind of heavy analogue of the electron without having a convincing explanation of its existence. When asked about it, they tend to look embarrassed at their shoes.

And so now my guess is that the *psi* particles themselves could turn out to be explicable only in terms which account for the mu-meson as well. More rashly, I would guess that when the job has been done, the conceptual framework which has grown up in the past few years to account for the existence of these curious manifestations of matter will have to be thrown away.

That suspicion is, of course, the reason why the physicists are so excited at these new developments.

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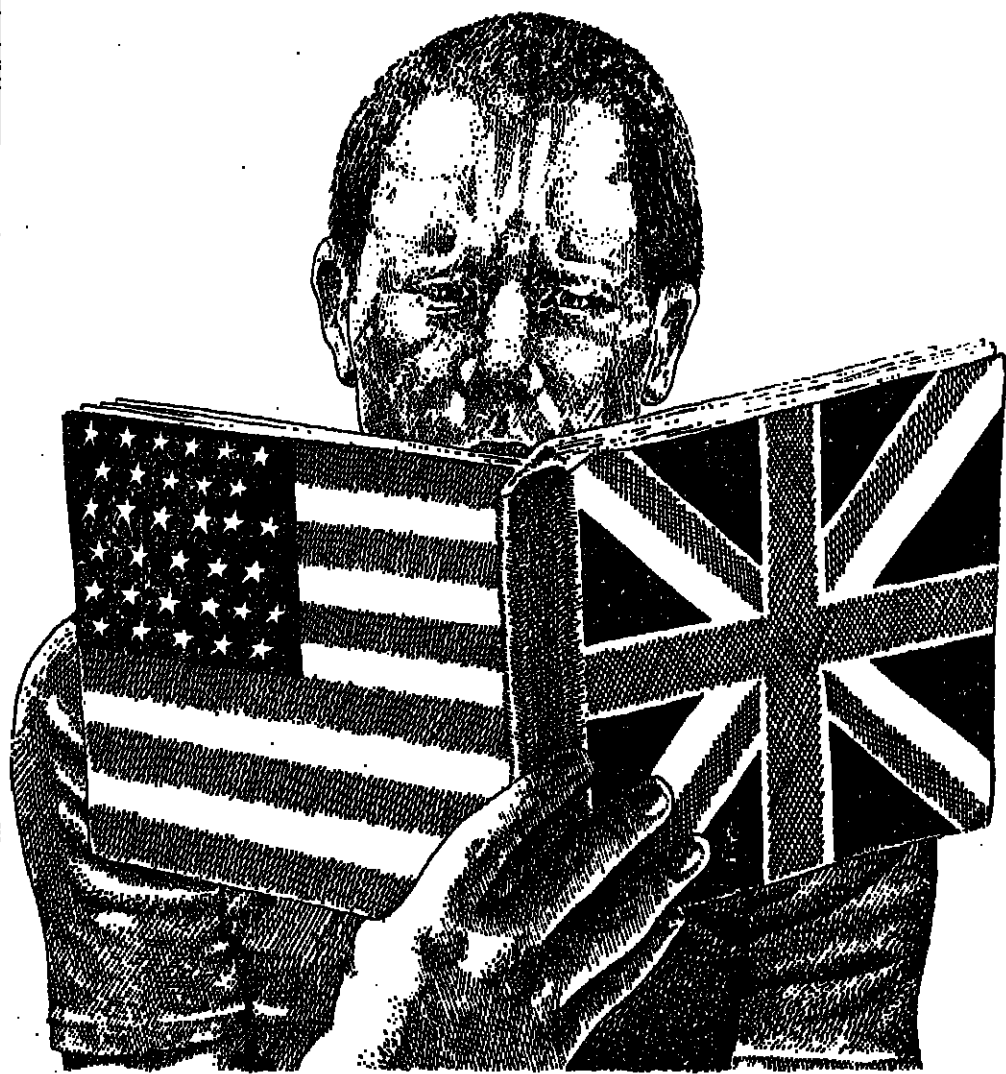
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Fair exchange?



Mike Bygrave investigates the activities of the American Institute for Foreign Study

I have seven booklets in front of me, by no means the total publicity output of the American Institute for Foreign Study. Between them the booklets describe the Institute's work since 1964 in bringing American teachers and undergraduates to Europe, mainly on summer courses of one sort or another.

In my day—which, come to think of it, was also around 1964—this transatlantic intellectual traffic was known as the exchange business and run by a posse of religious groups. Later on, it got mixed up with the charter flight boom and a load of shady businessmen moved in. I knew most of the organizations involved in the work in both of these manifestations. But the AFIS is different. There they've been all the time, building up what seems to be a big organization with headquarters in London and Greenwich, Connecticut; their own US-style college out at Richmond, Surrey, 12,000 students passing through their hands every year; and I'd never even heard of them.

Perhaps that's what made me unreasonably suspicious when I first met Cyril Taylor, the co-founder of AFIS, and Tony Lonsdale, the principal of Richmond College. Taylor is ex-Cambridge, ex-Harvard Business School, one of those particular, precocious characters who started making money while he was still at university and has never looked back. Tony Lonsdale is different. Once a teacher, he was too energetic and too talkative to remain one for long. His talent for public relations would inevitably have led him into academic politics of one sort or another. As it is, he's been shrewd enough to choose the sort with a commercial future.

Richmond College is the most interesting aspect of the AFIS educational conglomerate. It was set up, to quote Tony Lonsdale, as a "specialist independent college associated through its day-to-day activities with London University. Looking through British eyes, I see it as the first independent university". Two hundred full-time American students (there are a smattering of Japanese and other nationalities included in the total) live and work there, mostly doing a one-year leave of absence from their American colleges, for which they get full credit. For most of them this will be their junior year.

To quote Tony Lonsdale again: "A year at Richmond will provide a student with a testing environment for self-identity and assist the development of the whole individual."

vidual intellectually, emotionally and socially. A growing awareness will exist of the cultural inter-relationship necessary for world understanding."

Bold claims indeed. But then, the educational exchange business has always been conducted in pop sociology terms—primarily, I suspect, because the parents' money pays for it, and parents need to be snowed before they shell out. But the claim Tony Lonsdale emphasizes is the other one, the one about being Britain's first independent university. In some ways, the boldest claim of all. How true is it?

Richmond College's brochure for 1974-75 listed no less than 118 courses in everything from stained glass in Europe (Fine Arts 315) to ecology and the environmental crisis (Ecology 301), taking in methodological issues in sociology (Sociology 315) and existentialism (Philosophy 309) on the way. A total of 86 academic staff was listed to teach these courses. What I couldn't find in the brochure was the fact that all but six of these academic staff were part-time, the bulk of them tutors at London University or other educational institutions in the London area, who are employed to teach the odd course for Richmond.

In the 1975-76 brochure the only explanation offered was in the introduction, where it mentioned a "large number of highly qualified visiting British faculty" and a "network of visiting British University tutors". Nowhere in either brochure does it explain that many of the courses are taught not at Richmond itself, but in rooms at the University of London Students' Union, which Richmond hires for the purpose.

In fact the association of Richmond through its day-to-day activities with London University seems to be tenuous and to consist of three things.

Richmond hires some London University staff to teach courses for Richmond students on a freelance basis. Richmond hires rooms at ULU and has arranged membership of ULU for Richmond students. (Although their publicity gives the impression that Richmond students are thereby being put in touch with the heart of London's student scene, anyone who knows London University would dispute this.) So fragmented is London University that, the central union—ULU—has never been a focal point for social life, which students pursue within their individual colleges or outside the university altogether.

Richmond has arranged for its students to use the London University Senate Library. However, books cannot be borrowed from this library—the only university-level library in practice open to Richmond students.

To return to the courses. It may be that the AFIS admissions office in the States explain more to applicants than their brochures do. It does say clearly in the brochure that the administration can cancel courses which are insufficiently subscribed: what it doesn't say is how often they do so. There are no figures, except for Tony Lonsdale's rule of thumb that if fewer than 10 people subscribe, he cancels (he claims even this is stretching a point—the economic number is 15). With 200 students taking five courses each over a total of 116 courses, that would average out to less than 10 a course. It's quite possible that a lot go by the board, especially in areas which Richmond isn't strong, like history or science.

I'm not saying there aren't people at Richmond dedicated to establishing and maintaining high academic standards. People like Peter Leuner, dean of political science and sociology, Leuner would argue that Richmond is a young college, only three years old, with both "commercial problems and educational problems in marrying the goals of the two national systems". It is Richmond's avowed aim to be neither a US college nor a British university, but the best of both.

As far as tutors are concerned, the highest headache this gives them is in teaching classes of a very wide ability range. This is no Oxbridge seminar group. "A 3.5 average from Harvard is very different from a 3.5 average from Podunk State". And if you want a harsh judgment, I'd say that the bulk of Richmond's applicants are from the Podunk State end of the scale, youngsters who would not have made it to Europe on their own, youngsters for whom, and for whose parents, the idea of Europe is a distant one, even in the 1970s.

Leuner believes that the courses and cancellations are settling down with experience. In his own department, he says he cancelled "a lot" of courses in his first year and none at all last year (though the 1975 brochure lists 112 courses, only three fewer than 1974, and adds a further 82 courses for the American "junior" year, so that Richmond has been

"The real question is whether Richmond's aim, to be neither a US college nor a British university but the best of both, can be achieved by a commercial operation, in a defunct Methodist theological college, an hour out of London with six full-time tutors."

Shirley Toulson on the life and work of George Mackay Brown

There are three major regional poets writing in Britain now: Norman Nicholson in Cumbria, Charles Causley in Cornwall and George Mackay Brown in Orkney. However much noise the poets of Liverpool, Hull or Newcastle may make, they are not really regional. They're just trying to prove—and with some justification—that there are other cities besides London. But while cities become more alike and more amorphous and complex in their structure, rural areas, despite the tourist traffic, have managed to keep a separate identity. Orkney, above all, is quite distinct even from its neighbouring islands of Shetland, and from the Gaelic kirk-ruled Hebrides.

George Mackay Brown is of this place, though his Gaelic-speaking mother came from Sutherland. He has never lived long away from his native town of Stromness (the Scaja Flow harbour town, which becomes Hamman in his writing); yet his work, especially his broadcast plays, novels and short stories, is as widely known and respected throughout the English speaking world as the writings of Edwin Muir and Eric Linklater, fellow Orcadians of a previous generation, who decided to live away from the islands for long periods.

It is a brave thing to live as closely as George Mackay Brown does to the people he writes about. For although he never takes actual individuals as copy, the people around him are being mirrored, and some don't like the reflection. Yet a writer, especially one who is full-time at the job, must write where he can. There are some, like James Joyce and Samuel Beckett, who make a strength out of nostalgia, and can only write in a self-imposed exile. George Mackay Brown is not of that sort. He finds nostalgia enough in living among the natural and economic changes as they come.

Change is imminent now, and on a scale unknown before. For, apart from the great improvements brought about by the trotting of the last century and the influx of immigrants brought in by the two world wars, this one, life in Orkney seems to have

remained generally quiet and uneventful since the Norsemen and the Scots settled their hostilities. Now the closely-knit village life among the dwindling populations of the islands is threatened by oil.

It is significant that Orkney's leading poet should have foreseen this threat long before any oil find was made public. He felt certain that world movements in technology and small communities made up of ageing crofters and fishermen couldn't co-exist for long in the same universe. So, although what he foresaw was an island village being torn apart by an atomic energy plant rather than by oil tankers, the effect is much the same. This prophecy occurs in the last chapter of *Greentoe*, a novel published by Chatto and Windus in 1971, and due to appear in paperback from Penguin next year.

Since *Greentoe*, George Mackay Brown seems to have turned his back temporarily on the more urgent implications of change. He has produced a further novel based on the life of Magnus, Orkney's saint, a new collection of short stories, *Hawkfall*, which spins tales from both the past and present and *The Two Fiddlers*, in which he retells Orkney folk tales for children. Although this is quite the best folk tale collection I've had the luck to come across (and there's been an annual Christmas' agate of them for many years), Mr Brown readily admits that it's much easier to write for children than for adults. He should know. At his publisher's request he is currently working on another volume of children's stories, and at the same time collecting together a new volume for general readers.

All this activity in prose writing does not mean that he could ever stop being a poet, although as he gets older (he's now in his early fifties) he finds, like many other poets, that the poems come less frequently. Yet in George Mackay Brown's work the prose is always close to poetry. This is not because he writes a particularly poetic prose. And mercifully he never indulges in prose poems. What he does is make prose rhetorical as

well as descriptive and narrative; and he will sometimes incorporate stray stanzas into passages of prose.

However, the writing of new poetry is not part of his normal working pattern, about which he is meticulously regular. He writes for three hours every morning, reserving the afternoons and evenings for walking and talking with friends, or for any poetry that may happen. This pattern is largely dictated by considerations of health. As a young man, he was desperately ill with tuberculosis, and this has left an indelible weakness. Yet it is more than a physical strength that he is preserving. George Mackay Brown is aware, more than most, of how very easily a writer's strength can leak away. He is certain that a lot of his power would leave him if he were ever to go away from Orkney for any length of time.

Paradoxically, however, the few times that he has lived away from Stromness, apart from his annual trips to Edinburgh, have confirmed him in his growth as a writer. He was a student at New Battle Abbey, at a time when Edwin Muir was warden there, and this was, no doubt, one of the most important things to happen to him. It is not that his work in any way resembles the older poet's, but that he understood from him the art of handling "the fable" in his own way. What both poets mean by "the fable" is quite special to them. Somewhat Jungian in origin, the term stands mainly for those elements which can appear either in the dreams of individuals or in the folk tales of a community. And certain places and events can be as powerful and pertinent that they become fables too, as they are woven into the history of a person or a race.

Struck by this concern with the fable, with the strong brightly-coloured threads running through the tapestry of chance, many critics have likened George Mackay Brown's early work to Yeats. In fact, he resembles him in only a few attitudes. There is no rhythmic echo, and none of the Yeatsian use of a special diction to enhance the ritual. It's inter-

esting, though, that when he was presented with the Society of Authors' Travel Award in 1968, it was Eire he chose to go to. But that, he will tell you, was mainly because Eire is the nearest place to Orkney that is officially classified as "abroad".

Certainly it must have seemed foreign enough, for there is nothing Celtic about Orkney. Perhaps that is partly why George Mackay Brown's work is so immediate. His people do not loom out of any Celtic twilight, and his myths and rituals are understandable and available to anybody born or brought up in a Christian community, however tenuous those links may have become. He became a Catholic 14 years ago, although this step does not seem to have been marked by any radical change in his life or work. It was a natural growth occasioned partly, he admits, by his post-graduate studies of the poems of Gerard Manley Hopkins; and by his permanent interest in the pre-reformation history of the Orkneys. This commitment is strengthened by the fact that, unlike most converts, he refuses to make heavy weather of his religion. "I have no message," he says. "I write simply to entertain." Certainly he has no desire to write sermons; and the only writer I heard him attack was D. H. Lawrence: "I can never finish his books, he raves and raves at you so."

Living so far away from the literary world, George Mackay Brown is also completely removed from the poetry reading scene and circuits. In any case, he feels that he could never give a public reading of his work. Yet he is sure that this is how poetry should be communicated. It shouldn't just be laid cold on the page, he says. For a poet who sets a course that consistently avoids both the schizophrenic trendiness of the post-war scene and the smooth world of the literary urbanite, it seems the right partnership.

Orcadian Fabulist



LOYCE CARY: NEGLECTED STORYTELLER

W. Noble

Psychology Today (no relation to the excellent magazine of the same name) is a collection of contributions by lecturers at Nottingham University, covering eleven subject areas in psychology, three professional specialities, and with an introductory and a closing chapter. With so many chapters, it seems impossible to do more than attach unfair labels. I made it one pompous, old-fashioned and totally inadequate; one boring, jejune and inadequate; five boring and inadequate; one jejune and inadequate; four quite

Judith Greene's book, on the other hand, is very clear and crisp. It explains and criticises a whole range

Rosemary Shakespeare's book is very difficult for me to deal with. The whole level of activity in this field seems so low—poor treatment, poor research, poor thinking on the part of the "experts", a low level of knowledge and understanding of most of the conditions described—

The old certainties of paradigms have gone up in smoke. The place where they once stood has been laughed out by pigeons and computers. Experiments, but they seem to want to control equal human beings. So research these days is on infants, which have advantages of being human not being able to answer should lead to a lot of trouble about infants, but it is a want from psychology. It is like to see some people, and equals face to face, and things from that. But I have such in these old days

Nevertheless, the writer's skill in evoking the demented mind of the "bushed" district officer, Jarvis, is impressive. The narrative device of having Jarvis rationalize himself self-righteously while behaving

In *Cock Jarvis* there are many passages like this, perceptive in themselves and a stimulus to draw us back to Cur's finest complete works—his first trilogy and *Miscellaneous*; and several of the charming stories about childhood and youth in *Spring Song* and *Other Stories*, which is now available in the Curfax Collected Edition.

A new reader for pre O-level candidates containing fifteen graded reading passages centred around one character and his or her occupation.

ROTTLEDGE

Part Two: "Knowledge as Power: Who Learns What?"; Part Three: "Private Identity and Public Culture";

Abandoning classical Marxism, because "its predictions have been falsified" and because it is "helpless to diagnose the present" Part

Turning from demolition to construction, the second half of the book maps out various ways of proceeding. First it looks at interdisciplinary work in teacher-training courses; then we are given two chapters on children's literature; a chapter on townscapes and popular

edited by Tom
lino Lee, and published in
Orleans, but in Nebraska
One cheer, then, for a
ling with passion, iconoclas
proliferation of ideas. But
only

writes: "I have some knowledge of the geography of Ireland, as I have been, as some locations such as Belfast and Dingle Bay are well known." I hope, Sir,

provinces of Ireland. Geography may be proud of its "new" image but that is no excuse for laudation of our own or our neighbour.

...and the other is the fact that the system is not self-correcting. The system is not self-correcting because the system is not self-correcting.

Because of the huge demand for copies of the special summary of The Bullock Report we regret to announce that copies are no longer available.

**THE TIMES
EDUCATIONAL
SUPPLEMENT**

provinces of Ireland. Geography may be proud of its "new" language, but that is no excuse for ignorance of our own, or our neighbour's major capes and bays.

COLIN A. LEWIS
Department of Geography,
University College,
Dublin

24 Books/Education/Paperbacks

THE CORPORATISM OF KNOWLEDGE

Guy Neave

The Sciences, the Humanities and the Technological Threat. Edited by W. Roy Niblett. University of London Press £3.80. 0 310 18438 8.

It is, I think, singularly interesting that, several years after John Bart published *Giles Goatboy*, a satire of a university mid-way between *Dr Strangelove* and Dante's *Inferno*, and almost a decade on from the Berkeley troubles, the vision of a technologically enslaved university is now seriously being entertained by some of its more established inmates. This collection of essays, excellently balanced by Roy Niblett, is a continuation in the series in which his own *Universities between Two Worlds* was the first. It is a more detailed exploration of that gradual—though not unnoticed—process which has welded university, state and technology into what one might call the corporatism of knowledge.

The pursuit of knowledge for its own sake has, naturally, been the hallmark of the liberal ethic in universities for a good many moons. It is laudable in an institution endowed with a high degree of autonomy, and existing in a world where the practical application of such truth seeking was far from instant. But this same ethic has increasingly become a shibboleth by which researcher, teacher and administrator abrogate the moral consequences of their work on to a hierarchical or

corporate body which has the power to disown that responsibility with impunity as the occasion takes it.

Now this, curiously, is precisely the reverse of the dilemma Julien Benda outlined in his essay "The Betrayal of the Clerks" in 1924. For Benda, the betrayal consisted in those guardians of moral truth and responsibility throwing it aside to squat down in the political forum, rather than holding aloof. What Niblett and his colleagues are suggesting is, however, that not enough squinting has been done, even within the university. Fields of study, which in normal circumstances should demonstrate the ways by which moral judgements are reached by the individual, and thus create moral responsibility in that individual, have themselves become victim to the process of "scientism" and "technicization". Literature, history, philosophy—not to mention sociology, which has its own school of positivists expressly to do such a task—have increasingly been taught as techniques. Increasingly, they eschew that insight by which the individual forms his moral judgements through the study of how others, in contexts historical, philosophical or literary, have nurtured and developed theirs.

Now it may be argued—as Leo Marx does in his article "Technology and the Study of Man"—that this process is the inevitable accompaniment to the ultimate division of labour, a division by which

action and the moral responsibility for that action have each their departments and each their endlessly conflicting experts.

This suggests that the university is engaged—with increasing deliberateness as the problem is increasingly aired—in creating a society in which manipulation is made legitimate by the historical role and institutional respectability of the university itself.

Though more elegantly expressed and more persuasively written than the student fly-sheets around in 1968 and 1969, this is not much worse than student radicals were an about five or more years ago. The subtlety of the phenomenon is, however, that it defies any meaningful correlation with the prevalent ideology of state, be it individualistic as in the United States, mixed as in this country or directed as in the USSR. It is, then, probably correct to say that the technological threat lies in purveying its own ideology, one all the more potent and appealing for the fact that it can just as easily reside in institutions devoted to the liberal ethic as in those devoted to the collectivist. Now whether the university as an ex moral entity can resist it is a different matter. Historically, it has never resisted ideologies for long, though in times of conflicting beliefs at balance point, it can probably tip the scales one way or the other. It may be hoped that Niblett's most apposite collection will arouse the craven from their seats.

HI TEACH

Brian Osman

Psychology of Education—New Look. Edited by Gary A. Davis and Thomas F. Warren. D. C. Heath & Co. £3.40. 0 69 81574 4.

In recent times a major growth area in the publishing industry has been in deschooling and anti-educational books. Otherwise staid publishers have launched into what seem to be handbooks for revolutionaries. Inevitably some of these books have been worthless and it takes time to sort the dross from the ore.

Gary Davis and Thomas Warren have done just this for us. They have produced an excellent collection of 52 short papers and extracts. They have shown a fine critical judgement in their selection.

The collection breaks up into seven sections each covering broad areas such as: issues and practices, motivation, the culturally different learner, creativity, testing, etc. Some of the contributions are hilarious, some informative, some thought-provoking.

The "Issues and Practices" section opens with "The Sabre Tooth Curriculum", by J. Abner Peddwell. It argues by analogy against the inclusion of culturally meaningless practices in the curriculum.

In this section there is also a piece by B. F. Skinner of teaching machine fame and an anti-Skinner bit. There is a useful summary of conditioning concepts by Gary Davis, and Roger A. Severson writes interestingly on the use of behaviour modification techniques for disabled learners.

The collection of papers is so rich that one can mention only a few particular papers.

A classic paper by Robert Rosenthal and Lenora Jacobson on teachers' expectations as self-fulfilling prophecies, reports that children who were randomly allocated to a group supposedly predicted to "bloom" intellectually did in fact show greater gain in IQ than a control group. The authors conclude with a quotation from *Paganism*: "The difference between a lady and a flower girl is not how she behaves, but how she is treated."

The educational implications of such research are enormous to the American media made much of it. However, Janet Elmsford and Richard Snow were less impressed. Their contribution argues that there are methodological flaws and over-generalizations in the original work. This shows something of the calibre of the collection. There is not enough information to come to a judgement, but at least both viewpoints are there. Incidentally, the number of studies on this topic is now over a hundred.

Every new teacher should read "Hi Teach" from *Up the Down Staircase* by Bel Kaufman, a fictional account of a hilarious nightmare of non-communication. The new teacher could not possibly face a worse situation.

In the same section there is an IQ test you can try your hand at; the Dove Counterbalanced Intelligence Test. It is different in that it is biased in favour of black culture. I did not dare try it, but a colleague of good white intelligence was bold. Her IQ came out at less than 50—but of course these tests are not the real thing.

The extract from *How to Squelch Ideas* by Charles H. Clark should be passed round at the beginning of every staff meeting. This well-known piece is a collection of "downers" which can be used to squelch innovations without the tiresome business of thinking about them.

These are but a few of the papers in this collection. The contributions by Paul Goodman, Arthur Staats, Jerome Bruner, Carl Rogers, John Holt, Neil Postman, William Glasser and E. Paul Torrance can only be mentioned among the other contributions.

Buy the book, chain it in the staff room and use it as a source book to squelch all arguments.

Margaret Cooper

SLAVERY AND DUST

Anthony Lock

These Poor People: Slavery and Dust. By B. L. C. Gollum. £2.75. 0 251 2 051 2.

This autobiography, published in 1938, was written in the twenties and thirties and is an account of a complicated life. It is a mixture of autobiography, incidents and events, and a collection of personal papers.

The injustices in life are difficult to understand, not to be tolerated. There was a time when it was not the case, but it has been the cause of a fixed so low that it is always afterwards done in an attempt to find as near their money as possible.

He draws attention to the fact that the power of Pope Julius II prevailed: the sheer technical difficulties of sculpture would have required a considerably longer period to evolve into the direct, more telling, personal language represented by the first Sistine Chapel paintings.

Human flesh was his vehicle for self-expression. "The Last Judgement", for example, is almost devoid of anything else and almost exclusively the nude form: many of the figures appear to be made with additions and subtractions.

Of equal importance with single figures was Michelangelo's industry. All his life he worked very hard, at times without proper food or sleep and wearing his clothes for so long that the skin stuck and was peeled off with a knife. Even when he was over 70 years old he was found carving marble at night by the light of a candle stuck in a paper hat. His recreation was mostly confined to a dinner conversation after a day's work which would be the most of us, and deserved the admiration and astonishment of his fellow-workers. The dexterity of his glistering pocket knife was not to be underestimated.

Behind the brilliant physical skill were the thoughts, beliefs and opinions that moved him. These were two main streams: Platonic and religious. Platonic concepts he drew from the ancients.

Towards the end of his life, Michelangelo was more and more a man of letters. The collection of papers in this book is a treasure trove of the man's mind and the man's work.

The writing here is as good as the work.

If a man is so good at his work, he should be able to write about it. This is a book for the man who is not a writer.

There could hardly be a more dramatic way of coming to what is described as "a realization of the truth" than to have a sink-hole open out from your feet as you are chasing your idiot sister through the countryside and to find yourself at the bottom of a too abrupt descent into the abyss, as that uncompromising sister, walks towards the edge, calling out your name for the first time ever.

The moment has the drama and the pathos of a ballad. To Lydia, a young girl, the folk singer, would describe as "a realization of the truth" than to have a sink-hole open out from your feet as you are chasing your idiot sister through the countryside and to find yourself at the bottom of a too abrupt descent into the abyss, as that uncompromising sister, walks towards the edge, calling out your name for the first time ever.

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There is no soft soap in *Me Too*. It shows us a father leaving home, any longer to comprehend or to love, opening out of the strain and pain of disappointment; one daughter will not learn as fast as he would like, the other can barely learn at all. It avoids false comfort. Lydia's heart is a lonely hunter in a community that does not care, and besides, love does not cure: the problem of mental handicap is that it does not go away.

Vera and Bill Cleaver neither cushion us nor attack us—and, in picture-book form, the few captions and lines of text are enough to tell us that they are telling us that this is what life is like. They are brave enough to make full use of artifice—the device of using twin

25 Books/Art/Young Reading

GIANTS AMONG GIANTS

Bernard Saunders

Michelangelo. By Howard Hibbard. Allen Lane £5.00. 0 7139 0781 9.
Michelangelo. Hamlyn Art in Colour Series. By N. Wadley. Paul Hamlyn. £2.25. 000 361 73X.
Unknown Leonardo. Edited by Ladislav Reti. Hutchinson £9.75.

The 500th anniversary of Michelangelo's birth has been marked by the publication of a new study of the man and his work and the release of an earlier book whose usefulness lies mainly in the illustrations. These are on a larger scale than those in Professor Hibbard's work and are clearer and more impressive. The text, however, bears no comparison.

The character of a man whose fame lasts 500 years demands consideration, and an attempt to understand the forces of qualities which came together to compound such an extraordinary being. There were certainly many, varied, complex and contradictory elements present in him, from which certain dominant features emerge, notably singleness of purpose.

Such was Michelangelo's desire to produce sculpture that he constantly presented orders, or requests, for paintings, architecture or anything else. Fortunately, the power of Pope Julius II prevailed: the sheer technical difficulties of sculpture would have required a considerably longer period to evolve into the direct, more telling, personal language represented by the first Sistine Chapel paintings.

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would most certainly have had access to in the Medici household where he lived as a youth. The idea of Platonic or spiritual love; of man made in the image of God, fascinated the Renaissance mind. As he grew older his religious convictions deepened and absorbed his free moments. The enormous creative and emotional force engendered by these powerful ideas spilled out into every branch of activity—sculpture, painting, architecture, poetry and letters.

As so many of his contemporaries noted, and as is evident in his work, there was in Michelangelo a contrary motion, almost equal in power, which subjected him to continuous conflict and turmoil. Professor Hibbard defines it as being between purity and impurity. Certainly he was viciously self-critical, maintaining that no artist should ever be satisfied with the work he produces. He also maintained that no one, except the equal to himself, could understand him.

Professor Hibbard describes the man and his work in a lively, entertaining fashion, filling out the character with penetrating reason, illuminating evidence and sensible conjecture. The artist's life and works are set out together in sequential order and although not large, the book abounds in the illustrations necessary to an understanding of the text.

I regretted coming to the end of the book but I have one criticism, common to many books devoted to a single subject. Professor Hibbard's picture is of a giant—which is right—but Michelangelo was not a giant among giants. Scholars, thinkers, princes, writers, architects, artists who were equal in talent and achievement, although few excelled him, were concentrated in this small area of the earth. Professor Hibbard does not for a moment deny the influence of this great concentration of light and knowledge but his emphasis upon direct personal influences lessens the appreciation of what might be the principal factor in Michelangelo's development: the time and place.

When Michelangelo was born, Leonardo da Vinci was 23 years old. How different these two men were. One compelled the other, by their beloved master, Nature, the recent publication of *The Unknown Leonardo* and Professor Hibbard's *Michelangelo* gives a fresh opportunity to contrast the two men. What Leonardo knew was how to draw, not as a human camera, but to measure, demonstrate, discover, formulate and invent by means of drawing.

The coffee table format is graced with hundreds of excellent illustrations, many in full colour. The text is a collection of essays by 10 authors each writing on a particular subject. The subjects covered are painting, writing, music, the great bronze horse for Strozzi, military architecture, machines and weapons, hydraulics, horology, etc. Each author attempts to relate the author's own life to the subject, with varying success, but what they write about Leonardo da Vinci in relation to each subject is wholly absorbing and fascinating whether known before 1965 or not. Duplication is inevitable but does not obtrude.

The design of the book, however, is execrable: if Leonardo had seen it he might have wept—had he been that sort of man. One essay states: "Leonardo seems to value above all else an intuitive sense of perception and a feeling for proper balance." He would not find it here. However, you can get used to the book and if you are at all interested in Leonardo you will be rewarded.

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32 Resources

'Materials for teachers by teachers'

JANE HEADLEY on the resources bank at Dudley Teachers' Centre

Dudley Teachers' Centre, in the grounds of the elegant eighteenth century Himley Hall, Staffordshire, has much to recommend it to its members. But one of its greatest merits—particularly in the current climate of education cutbacks—is the home it provides for the resources bank of the Dudley Resources for Learning Project.

About 3,700 items, consisting of 17,000 printed sheets of resource material, are available at low cost to any school in the Borough of Dudley. The bank also includes a number of slides, tapes, photographs, charts and films.

Material for the resources bank is supplied by teachers for teachers, explains Mr Stan Hill, a former secondary school headmaster and now warden of the centre with responsibility for the resources for learning project. Based on the pioneer work of the Schools Council general studies project at York, the Dudley scheme started in 1969—shortly after the centre opened—as the suggestion of Mr John West, chief inspector of schools for Dudley.

A small group of pilot schools and colleges, together with the local library, and the centre, researched, compiled and banked the first 1,000 items. Material selected had either been found to be useful in the classroom or was thought likely to be so in a more readily accessible elsewhere. By late 1972 access, and the opportunity to contribute to the bank, was offered to all the schools in the borough.

Today, at least 20 schools regularly contribute material to update existing topics or to implement new ones. And most schools in the borough have used the bank in some way. During the last educational year, Dudley schools spent a total of £1,000 on printed material from the project resources bank.

Most of the items in the bank are conventional paper copies of texts,

teachers' notes, illustrations and photographs. These have the advantage of being cheap and quick to produce on the centre's printing, photocopying and duplicating machines. Mr Hill explains: "We provide an instant publishing unit based on what a teacher wants according to his experience and the project he is working on." To save space most of the material in the bank is stored in the form of stencils.

A resources bank, easily accessible to schools, eliminates any possibility of being inundated with unnecessary material as sometimes happens with commercially produced packs, says Mr Hill. Teachers can select exactly what they need from the bank—whether it be a single printed sheet or multiple copies of a complete project pack bound in card or laminated plastic covers.

A penny will buy three printed sheets; card covers are one penny extra and laminated plastic covers six pence each. A complete 40-page project pack plus laminated covers would, for example, be about 25 pence. And, of course, regular contributors to the bank get some material free.

Stan Hill is responsible for editing the material which teachers contribute. "I have to present the material in a form that is acceptable to the contributor and, at the same time, useful to other teachers. The resources project is a way of organizing the efforts and material selected by teachers into a learning bank which can be shared by them all. This means no school need rely entirely on its own resources."

Items or complete project packs are not intended to be translated literally and every teacher should develop them to suit his individual requirements.

Printed paper items in the bank

fall into four main categories, immediately identifiable by the colour of the paper on which they are produced: white sheets are for data items that give information about the subject—copies of original documents, manuscripts, newspaper cuttings, maps or any other form of source material.

Pink sheets supply reference items—sources where information can be found, but which are not contained fully in the Project bank. Pupils' items are produced on green sheets and may include a questionnaire, guides to pupils for using material and assignment sheets for follow-up work.

Teachers' items are on blue paper. These can include information to assist teachers in the use of the bank—administration details on organization accession numbers, retrieval and so on, as well as notes on lesson preparation and evaluation of material. They have been described in the past as "teacher talking to teacher".

When an item is accepted it is given an accession number. Details including title, copyright, contributor and subject are entered in an accession book, classified under a variety of concepts relating in some ways to the item. Updated accession sheets are regularly sent to the schools.

To save time tracking down material among the thousands of stencils filed, every subject has its own concepts card alphabetically filed in the Optical Co-Incidence Card Index (OCCI). There are at present 300 cards in the OCCI and each one of these is divided into 100 squares, each square sub-divided into a further 100 squares (10,000 squares in all).

Items entered in the accessions book are hole-punched on to the relevant concepts cards, according to their accession numbers, and by superimposing cards upon each

other it is possible to isolate specific material. For example, a card for the subject glassmaking would be hole-punched with all the accession numbers of items relating to that industry. But if a teacher wanted to retrieve material only on the glassmaking industry in the nineteenth century, by superimposing the nineteenth century card on to the one for glassmaking he would immediately see from the holes that coincided on the two cards which items related to that specific period of the industry.

As well as using material already stored in the bank, schools find the "instant publishing" service which Dudley Teachers' Centre provides valuable when producing their own material. For a current project on communications at Brook primary school, in Wordley—a regular customer and contributor to the resources bank—three fourth year "project teachers", assisted by some of their colleagues, have researched and written 16 booklets: subjects include air, sea, rail, the press, language, animal communication.

The cheap printing service at the centre allowed the school to produce sufficient attractive booklets to distribute among the 70 fourth year children in the project, as well as to other pupils in the school. And the resources bank now has an impressive amount of material on communications prepared by teachers to offer to other schools.

The communications project is fully integrated into the curriculum of the fourth year at Brook primary school. The children decide for themselves which booklets they want to work from. "Using material in this way has the great advantage that mixed ability children can all work together at their own pace. It doesn't matter whether they get through one booklet or all 16. Every booklet has some creative activity work or more formal work to be

tackled", explains Mr G. Nunn, one of the project teachers. "Mounting this project has the teachers giving up a lot of time to research and prepare. But Mr George Hodgson, of Brook primary school, says: "I only have it been of enormous use to the children at this school. The teachers also know that the material is stored in a resources bank."

One criticism of the resources for learning project is that it does not provide many visual aids in the bank. Mr Nunn replies that the project is an experimental stage and aims to change according to teachers' needs.

Slides can sometimes be used. It is more usual for the bank to collect a collection of visual or audio material on loan to supplement the bank. Margaret Smith, warden at the centre, is hoping to build up the collection of the future and no doubt to encourage more teachers to contribute films, cassette tapes, and other aids with the bank.

Stan Hill would also like more secondary schools to use the resources bank. Eighty per cent of the use currently from primary schools, but the material can be adapted to secondary use. "I would like to see an ideal for teachers to have access to the bank and guide how to use the material as aids. But at the moment we have the time available to them a satisfactory service."

The Dudley resources bank project is still at an early stage. The foundations have been laid for a valuable learning aid for Dudley teachers, yet to be decided in which the new building programme expand the service.

Stimulus to oral work

by Brian Hill

Le Français par L'Image—Mark Gilbert, University of London Press, Tapscott, L24, pupils' book £1.05, teacher's book £1.20.

This is a beginner's course likely to be most suitable for younger pupils. Its main aim is to provide material for simple oral practice based on question and answer work and guided statements by pupils. It uses wallcharts, a pupil's book containing the same pictures as the teacher's book with suggestions for use and a set of tapes.

The main strength of this course is in the careful selection and grading of the material. Key units contain no more than four or five new words and in the early stages manipulation exercises are confined to the first, second, third singular and third plural form of verbs, thus avoiding the introduction of different endings.

The teacher's booklet is most useful, containing a lot of sound common sense on a variety of language learning situations. Detailed patterns of use for each unit are suggested and every opportunity is taken to emphasize that it is the teacher who is in charge and that it is his responsibility to select activities which are most appropriate to his class.

The pupils' books are the core of the 64 short lessons. For the first 26 lessons there is no text and pictures are used as stimulus, although an addendum at the back of the book does include the exercises which could be used in limited circumstances. As the course progresses increasing emphasis is placed on printed French. There are some photos in the book, but most of the visuals are simple, two colour illustrations which are perfectly adequate for eliciting simple meaning but which do little

in their own right to make a motive.

In addition to the tapes and the French book, the course provides material for teaching and background.

stated in the introduction are secondary aims and pupils. Its main aim is to provide material for simple oral practice based on question and answer work and guided statements by pupils. It uses wallcharts, a pupil's book containing the same pictures as the teacher's book with suggestions for use and a set of tapes.

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Within the community

By D. J. Knight,

Head of Special English Unit, Henderson Avenue Primary School, Scunthorpe

Henderson Avenue Primary School has about 700 pupils aged between four and eleven. The school has been designated a social priority school and qualifies for extra staff allowances and a percentage increase in capitation. The catchment area is largely Park Ward Council Estate, an area which has recently been redeveloped.

In September, 1974, Brian Knowler, the head, set up a Special English Unit (SEU) for children who have difficulties of social adjustment in school or who have emotional and linguistic difficulties. Two full-time members of staff were appointed. Eileen Grayson as the teacher/social worker and David Knight with overall responsibility for the department.

They took the view that many of the difficulties concerning social, emotional and linguistic development were children's reactions to the prevailing ethos in school. With an atmosphere sympathetic to their cultural backgrounds and tolerance of what would usually be regarded as deviant behaviour, they would display a much greater facility for language. Social and emotional difficulties would also not be as manifest.

Each week about 60 children pass through the SEU for periods varying between an hour for the youngest and three hours for the older children. It is difficult to assess the impact of the work at such an early stage, but the staff believe that since September when there were many examples of aggressive and frustrated behaviour the atmosphere in the groups has improved. Many children who were labelled as having language development difficulties have appeared as confident speakers in this relaxed and less demanding atmosphere. Many difficulties arise from the numbers involved and the restrictions these impose on the time spent with one particular group.

Building bridges

John Beighton, Head of Reception House, Wyndham School, Egremont, Cumbria

In many areas, the difficulties of transferring children from primary to secondary schools are being tackled fruitlessly or, indeed, not being considered at all. One cannot ignore the fact that despite an increased awareness of this difficulty and recommendations in the Bullock Report that many areas with newly organized catchment areas are allowing a valuable opportunity for liaison to pass by.

Wyndham School, a community comprehensive school of 1,400 pupils in West Cumbria, has a catchment area of 100 square miles served by nine primary schools differing widely in background and ethos. Since the school opened 10 years ago, a gradual process of liaison has been built up, aided by the foresight and open mindedness of heads and staff in all the schools concerned. A need for such liaison was clearly identified on a variety of grounds.

Some of the contributory schools are small, or isolated communities, sending only a few children to a large, seemingly impersonal organization several miles away. All the schools have top classes which are given a good degree of responsibility within their own schools and who on transfer are to be relegated to the bottom rung of the new school. There seems to be a need for the passing on of information about children gleaned from years of knowledge in the primary school, by the head of reception house, when informal questioning and answer sessions take place in the most important of all, perhaps,

Further difficulties arise out of the demands made on the unit through its other major responsibility, relations with the local community.

In 1974 the school and other sponsoring bodies applied for an urban aid grant for a community education centre set in the school grounds. The application was approved by the Home Office in January, 1975. The centre will be a multi-purpose building for the needs of various community groups, with room for a playgroup, a lounge area for adult groups, a further teaching study area for adults and interview/study booths for social services, and an adult literacy project.

With the community education centre in mind the SEU has tried to devise ongoing activities for when the building is opened in 1976. A welfare rights course was organized with the Workers Education Association, and a creche was provided.

The first meeting of an educational welfare benefits raised more difficulties concerning housing than benefits. In an attempt to show that schools could respond to the wider difficulties faced by parents, a meeting was organized between the chairman of housing, ward councillors, officers of the housing department and local tenants. This meeting was attended by 40 people and many problems which concerned the tenants were raised and action by the councillors and officials was initiated.

In many cases the SEU has acted as an intermediate agency for other agencies such as social services, social security and educational welfare. Eileen Grayson has found that many parents who have become frustrated in their dealings with other agencies now approach the SEU for help. Close contacts have been built up between the unit and officers in the other agencies during the last eight months, although inevitably some tensions have arisen. On some issues the question has been asked, "What's this got to do with the school?" With a department such as this, it is inevitable that some tensions will arise. But the staff believe that there should be no compartmentalization and that the wider difficulties of the community are not for the cure or consideration of the school. Similarly others see it as a check or an infringement on the work they are

which difficulties and anxieties can be discussed with the children and enthusiasms encouraged. Once the final form lists are completed, the whole intake is invited in to Wyndham for an afternoon when they are put in their prospective groups and meet their future form teacher. This is followed by a meeting for all parents of new pupils. Other aids to acclimatization include frequent visits by the primary schools to Wyndham's swimming pool and varied use of the school's provision for drama, art and music.

One aspect of liaison, which has developed steadily and which is now maturing into a useful and exciting instrument, is the termly meeting of the Wyndham area heads. The meetings are lively and informal and conducted in an atmosphere of mutual trust and respect. Out of them is emerging one of the most exciting developments so far.

Having achieved a harmonious transition of pupils, the schools are now becoming aware of the need to liaise more with regard to the curriculum, particularly that of the top juniors and first year of the secondary school. Difficulties of repetition, disjointedness, differing expectations and standards, the need to share resources are emerging as part of the wider sphere of aiming to provide an education for the 10 to 12-year-old, which is as uncluttered with needless and damaging breaks in local and curricular terms as we can make it. We have gone a small way already with joint courses for mathematics, a limited programme of teacher exchange, liaison over Schools Council projects and a flourishing joint music centre. By concentrating on small areas of curriculum as a whole and by moving slowly and positively, it is hoped to extend the range of activities to cover eventually the whole curriculum in this age-range.

33 Forum



Animals in the classroom

by Jill Kelling, Joint director, Centre for Educational Zoology, Bishop's Stortford

In March, 1974, the TES published a review of *Animals for Schools*, by Terry K. Mills and myself. In the review, Anne Angus expressed the hope that a sequel delving further into the educational potential of animals would shortly follow. What has in fact followed is the Centre for Educational Zoology's extra-mural lecture service, which offers teaching and illustration of such aspects as "structure, movements, support, flight, adaptation, and food chains" in relation to animals.

Many teachers are still daunted by keeping animals in school; others take their pupils on a trip to the zoo, where all too often the holiday spirit prevails, and the accompanying adult leaders cannot devote much time to the ostensibly educational purpose of the visit. We are in the happy position of being able to overcome these difficulties by "bringing the zoo" into the classroom. For obvious reasons, we can bring neither very large animals nor very many—we find that four are more than sufficient to occupy one hour's discussion. If structure, movement or adaptation be the desired subject, what better illustrations could be found than a large millipede, a snake, a

barbet and a mongoose? Different types of flight can be demonstrated by leaf insects (short distances only), falcons (designed for high speeds), owls (silent) and bats (with the "weight problem" of the air-borne mammal). Food chains are not prepared to demonstrate graphically—our specimens are too valuable—but diet and the tough, mandible or beak formation necessary for its intake are dealt with, as are any aspects of animal life which may be requested to fall in with any curriculum.

Quite apart from the specialized information which can be given at the highest levels, we find that even infants and pre-school nursery groups can derive great benefit from close contact with other animals. Actually to see an owl sitting on the blackboard, to touch his gossamer feathers, perhaps even to hear his mournful cry and not hear him in flight are experiences which make a lasting impression on all age groups.

Children, of course, have naturally inquiring minds, and many of their questions tend to go unanswered. How do you tell the sex of a tortoise? Why do monkeys often look at you and yawn? Why does a snake's tongue flick in and out? How does a scorpion breathe? How does a mongoose kill a snake? Why do parrots have curved beaks? How does the kestrel kill his prey? Why do hornbills have such large beaks? Does a skunk always smell horrible? Can all lizards lose their tails? We can not only satisfy their curiosity on many such points, but often actually show them the answer with a living animal.

Marion Richardson archives

A. D. Campbell, School of Art Education, City of Birmingham Polytechnic

Shortly before his death, Mr Donald Richardson gave the School of Art Education, Birmingham Polytechnic, an extensive collection of miscellaneous material relating to the life and work of his sister, Miss Marion Richardson, with the wish that it should be preserved for use in research. This collection includes, for example, many paintings produced by the girls of Dudley High School where Marion Richardson taught art between 1912 and 1930. They show the results of her own developments of the techniques of memory drawing introduced to her as a student by Mr R. Catterson-Smith, head of the Birmingham School of Art.

Her method was to describe scenes vividly to her classes who then painted what they saw with their mind's eye. The results were so striking as to warrant immediate inclusion in a London Exhibition of Children's art and to secure the attention of Roger Fry, William Rothenstein and many other influential figures in art and education.

This is only one example from a collection that includes lecture notes and reports dating from the time of her work as a London County Council inspector, handwriting exercises showing how the linked, through pattern work, the development of writing to art, and culminating in the publication of *Writing and Writing Patterns*.

The Social Science Research Council have made a grant to Birmingham Polytechnic for the establishment of the Marion Richardson Archive Research Project in the School of Art Education, under the direction of Mrs Lucy Burroughs, the head of the school. I have been appointed a research fellow. In view of the value of this material to research workers in many fields, the factual basis it could provide for current critical reappraisal of general education principles and the possibilities of its practical use in the classroom, the first priority is to sort and index the collection. As well as this necessary structuring of the material to make it accessible, the project intends to locate and key into the archive further collections of documents relating to the life and work of Marion Richardson. The research team at the School of Art Education would welcome information as to the whereabouts of any such material.

Please write to me at SSRC Research Project, School of Art Education, 26 Priory Road, Birmingham B5 7UQ.

An army of fifty-five children

by Nicci Crowther

Children's Crusade 1939. By Bertholt Brecht. Educational Press, Unit Ltd, Bradford Road, East Ardsley, Wakefield, Yorkshire, WF3 2TN, tape and filmstrip, Single frame £5. Double frame £5.75.

Bertholt Brecht's poem, *Children's Crusade 1939*, which is read here on tape and illustrated on filmstrip, concerns a group of children who banded together in the wake of the German invasion of Poland and wandered directionless in the snow in the hope of finding "a country where there was peace". The poem is based on reported events, set in the wider context of the Second World War, so could be useful as supplementary material

to an historical study, as well as being interesting in itself as a piece of literature.

The accompanying notes emphasize that "the deliberate displacement of large masses of the civilian population" was a policy which the Nazi generals were among the first to use to their advantage. The "army of 55 children" was, therefore, among the first victims of modern warfare. Brecht shows that Spanish and French children were subsequently to suffer similarly later. The notes extend the experience to the children of Korea, Biafra and Vietnam, and thereby bring the concerns of the poem up to date.

Stylistically, the poem is simple

and would be easily comprehensible to junior secondary school pupils. The accompanying filmstrip is an asset. Its use of shell-bursts on the tape to indicate a change of frame not only avoids the distraction of "pips", but also evokes the "fire and thunder" described in the poem.

The notes are informative and take much of the burden of preparing work off the teacher's shoulders, since they include 20 pages of assignments for differing levels of attainment. Wilfred Owen's *Arms and the Boy* is included for comparison, though it is a pity that no other poems have been reprinted, in particular Longfellow's *Children's Crusade (A Fragment)*, which is referred to several times.

Documenting the changes

by P. T. Armitage

It is difficult for science staff in schools to look back objectively on the radical changes which their subject has undergone in the past 20 years. During that time, not only has every aspect of science teaching been influenced by Nuffield, CSE examinations have affected O and A-level studies and matriculation has necessitated subtle modifications to experiments. Recent warnings on, for example, carcinogens, scheduled visits of nuclear hazards have had an effect.

the present pace of curriculum change slows down and there is time to consider what has been achieved to date. A task which will be impossible unless the past has been well documented.

In Somerset, the Taunton-based Science and Technology Unit has been collecting documents as well as equipment for the past few years. These will form the basis of a library of scientific methods.

The collection now contains some 50 items of equipment, including an early Whitcomb's teaching aid, a Leyden jar. There are also sets of trial and pre-trial

curricular materials, regulations and science syllabuses and memos and circulars issued by examination boards, science advisory groups and regulations, syllabuses and memos from the South Western CSE Examination Board showing the gradual development of ideas under-lying current practice.

The Taunton library would welcome additions to its collection on every aspect of science.

Ideas and materials can be sent to Dr P. T. Armitage, Science Adviser, Education Department, County Hall, Taunton, Somerset TA1 4DY.

Graduates in the classroom

Gordon Mitchell reports on an experiment in teacher training



Derelict land and high-rise flats are all part of the Sidney Stringer landscape

There is a great deal of dissatisfaction among those most closely concerned with training graduates to become teachers.

Postgraduate courses for the Certificate of Education are bedevilled by shortage of time and by a surfeit of educational theory. There are only 30 weeks to prepare the students for their working careers, so it is almost impossible to turn out teachers who will be keen, sympathetic to the young, adept at handling modern approaches to learning, at home in the complexities of technology, and at the same time sensitive to the historical, sociological, psychological and philosophical determinants which have shaped systems, institutions and individual lives.

We might move some way towards achieving this ideal if we were able to integrate theory and practice for the students. If we exposed them to the urban setting in which most of them will teach, if we taught them how to behave as teachers, and if we adapted the differing needs, abilities and qualities of individual students to the needs of schools.

A recent experiment by Coventry College of Education and Sidney Stringer School and Community College attempted to put these ideas into practice by a shift of emphasis from college towards school, and by using the discovery method, that is following experience with a critical examination of the theory behind it.

The school was very willing to absorb a group of young graduates to discuss and argue with them about the nature of the work they were doing and to provide strong but sympathetic support.

Sidney Stringer is a large school of 2,000 on roll, based on new premises which has attracted a nucleus of dedicated young

teachers. It is committed to non-streamed, flexible groupings of pupils and is only three miles from the college in an EPA area. Hemmed in by towering ring-road and high-rise flats, its adjacent amenities include a cinema showing sex films and a Bingo palace. City centre resources and derelict waste land lie side by side. Its children are predominantly of Asian and West Indian origin, and there are some whose families come from the Continent.

The pilot scheme was set up for one unit of postgraduate students to operate within the school. One college tutor and a member of the school staff set out a plan for a two-term school-college linked course, with a third term option for final school practice.

The basic college work for the autumn term is a five-week theory based course, followed by a formal practice. The students in the experiment—all volunteers—followed this plan where feasible, and in addition spent a day and a half each week on the school premises, and undertook to take the first practice there.

Wednesday afternoon at the school was given over to house-based activities (an informal programme offering a large range of leisure and work choices), and this gave a real opportunity for an informal introduction of adults to young people.

Thursday morning was spent upon basic preparatory work. A classroom was available at headquarters for activities, lectures and visits, during which the philosophy and practice of the school was under scrutiny. Contact was established not only with school staff but local advisory and administrative officers. The students learnt some new expressions: "resource-based learning", "the impact of cultural pluralism on

schools", "team teaching". In the afternoon the students worked with teachers in classrooms, the laboratory, the drama theatre, with groups, individuals and whole classes.

By the time the introductory experience shaded into formal practice the students were familiar with aims, administration and personnel. They were, by and large, accepted by the pupils as staff members, a natural part of the scene.

Under the traditional approach, students planned lessons and carried them through under the eye of supervisor and teacher. In the pilot scheme they often originated work for larger groups, "removed" remedial groups and produced a variety of work for the whole ability range in conjunction with the staff. This variety was possible because staff and students were much more aware of individual shortcomings and abilities.

Self-assessment was encouraged. Their first formal written work was designed to show what they had learnt in reading and discussion.

It may be thought that concentrated effort in one school, and one rather different from the standard comprehensive, might not prepare young teachers for their appointments. Further, a volunteer corps tends to develop belief that all other considerations are unimportant.

To counter this the spring term needed to be one of expanding horizons. Sidney Stringer's timetable was rearranged in the light of students' development. The Wednesday contact time and the Thursday background discussions had served their purpose, so one afternoon was given to planning and carrying out a piece of work, and the whole of Thursday to practical teaching. Arrangements were

also made for students to work in a direct grant school. These arrangements gave the students a wider range of experience, and monthly handbooks, which had the opportunity to develop skills to differing degrees.

The possible benefits of an integrated approach to teacher training are clear. The quality of life for everyone, and the quality of life for the young, must start with the young today.

All adolescents want to know how to cope with relationships and to be preoccupied with their freedom. They are concerned with the quality of life for everyone, and the quality of life for the young, must start with the young today.

Another benefit was that we could make use of each other's sympathy and practical help. The experiment went well, and the students' development was clear. Further, a volunteer corps tends to develop belief that all other considerations are unimportant.

When it came to real practice, the mon feeling was one of confidence and familiarity with the work. Another benefit was that we could make use of each other's sympathy and practical help. The experiment went well, and the students' development was clear. Further, a volunteer corps tends to develop belief that all other considerations are unimportant.

Gordon Mitchell is senior lecturer in Education at Coventry College of Education.

EXTRA Home economics

Seedcorn of the future

Three vital subjects which should be included in the curriculum for both sexes. By Mia Kellmer Pringle,

There is a strong case for including three vital areas of knowledge in the curriculum of all secondary schools: first, an understanding of human psychology; second, preparation for parenthood; and third, education for leisure. Some will claim that this is already being done in schools up and down the country, either in courses on home economics or in citizenship. However, the former concentrates primarily on the physical care of children and the practical problems as budget, hygiene and nutrition. Perhaps unexpectedly such courses are designed for girls and usually the able. On the other hand, courses in citizenship are primarily concerned with giving young people a knowledge of our democratic institutions, both at local and national level, linking this in some schools with community service.

As I see it, most adolescents are going to grapple with questions relating to their eventual emotional, social and sexual adjustment in the adult world. They are searching for some understanding of their feelings and reactions which could give both meaning and direction to their own behaviour and to that of others. For many, the guidance is available either in some or at school. Sex education is provided in quite a few schools, but to my mind this has too narrow a context, usually being of biology or of health education. Indeed, with hindsight it seems that the way sex education has been provided in most schools may well have done some harm. It is important, but an appropriate perspective can be provided only in the context of human relationships, by taking it out of this context. It has been given an undue and distorted emphasis.

Why should human psychology, preparation for parenthood and education for leisure become part of the curriculum for all? For one reason, because it would arouse a genuine interest; for another, because it would be of practical use; and also because it would be a step towards translating into reality the belief that children are the seedcorn of tomorrow. We are concerned with improving the quality of life for everyone, and the quality of life for the young, must start with the young today.

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Gordon Mitchell is senior lecturer in Education at Coventry College of Education.



In preparation for parenthood, perhaps the most vital subject of all, we need a less romantic picture, writes Mia Kellmer Pringle in the adjoining article. "Babies should be presented as they are... sometimes fretful and demanding, often wet, smelly and 'unreasonable'."

would have to adopt a wide base if it were to be effective. Education is too narrow a connotation, suggesting classes and instruction on the model of sex education. Also, it conveys too formal a framework and too intellectual a conception, suggesting that knowing is enough. Instead, preparation for parenthood must cover three broad aspects: the needs of children, the parental role, and first-hand experience of babies and young children. During the past 30 years, considerable progress has been made in understanding the emotional, social and intellectual needs of children. This can be taught in a non-technical, jargon-free way, although it must be based on research evidence.

For example, even tough 15-year-old boys find it interesting to learn that the newborn infant "writes his signature" with his sucking rhythm and that the individual differences in behaviour, present from birth, influence from the outset the behaviour of the mother as well as the father; and hence that methods of childrearing must take individual differences more into account than at present.

Similarly, young people find it interesting to come to grips with the fact that the "same family" is psychologically not the same for each child in that family: partly because the interaction between the parents' personalities and that of each child will be different; and partly because the family constellation is also different in respect of each new member of the family. In the past, the parents will be older and more experienced; and each child's position in the family is different (first born, middle one, etc.).

It is important to understand why and how the relationships between a couple change when they become parents would also gain insight into the dynamics of family life.

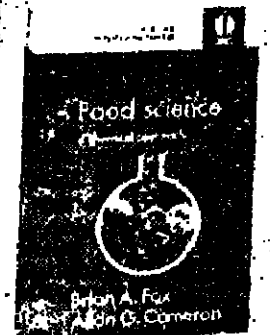
An understanding of the parental role must be based on a realistic appreciation of its responsibilities and constraints. At present the father's role is rarely mentioned.

while home-making and motherhood are paradoxically enough, both under and over valued. On the one hand, the housewife with small children, whose working hours are, on average, twice as long as that of the 35-hour a week clerk, is described and treated as not being gainfully employed. On the other hand, an over-romanticized picture of parenthood, and of motherhood in particular, is projected by the media.

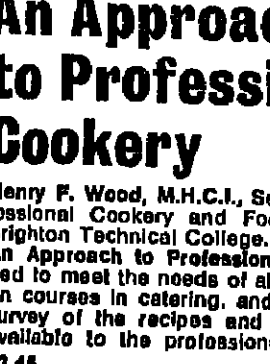
A more truthful even daunting, awareness needs to be created of the arduous demands which child-rearing makes on emotions, energy, time and finance; also the inevitable constraints on personal independence, freedom of movement and, indeed, one's whole way of life, need to be spelt out. Babies should be presented as they are, warts and all—sometimes fretful and demanding, often wet, smelly, crying at night and "unreasonable"—rather than with a permanent angelic, dimply smile and sunny temper.

For this to be believed and accepted, it must be seen to be true—hence the importance of first-hand experience with babies and young children. This could be provided in a number of ways. Either pupils could be attached to nearby playgroups, nursery schools, day and residential nurseries; or space could be made available at the school for playgroups, toddlers' clubs and so on. It is vital that this be viewed in the same way as laboratory work in chemistry or physics—work to be done regularly for a considerable period of time rather than just one or two visits. What is involved in the physical care of children will also be learned much more realistically in this way than when model dolls are used for demonstration.

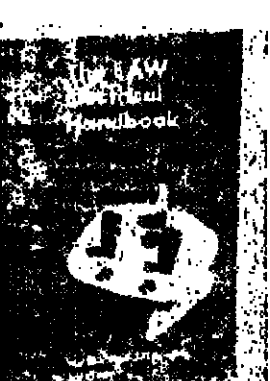
An effective programme of preparation for parenthood, quite naturally becomes a vehicle for a greater understanding of the relationships between a couple change when they become parents would also gain insight into the dynamics of family life.



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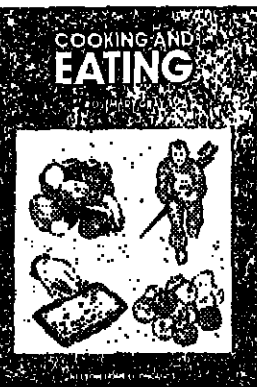
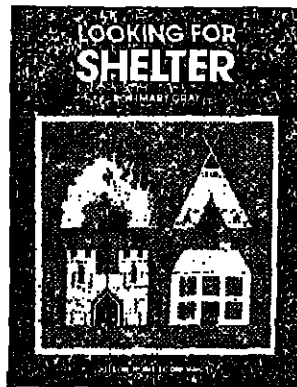
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Training for people people

W. V. Cadby, chairman of education, National Council for Home Economics Education describes courses for the more practical and less academic pupils who favour personal contacts

The National Council for Home Economics Education for the past 20 years or so has been mainly concerned with developing professional qualifications for home economists, for which O and A level entry was required. The 1960s brought concern about the lack of courses in further education for the more practical and less academic girl whose contribution was so much needed by the community.

The interest of these pupils in home economics was underlined in school leaving studies and this encouraged those designating the home management and family care course which was launched in 1970.

The course was planned by a specially selected panel, including members of the council, colleges of further education, and those who had expressed concern about the needs of the community, particularly the various pressures on the professional worker. There were consultations with other bodies and the panel had the help and encouragement of the Department of Education and Science who notified local authorities of the launching of the course.

The course is described in the national council's regulations as a two year full-time one designed to meet the needs of girls of good sense and practical outlook who are interested in people and in the community and family welfare. It aims, through carefully integrated practical work, lectures, discussion, observation and visits, at the personal development of the student, to encourage her to play a confident and reliable role, to develop an awareness of the value of family life as an important factor in social well-being and to provide her with knowledge and skill in the essentials of home making and family care, including the care of old people.

As it has been decided that this

course should be run only where there is opportunity for employment in the surrounding area, colleges are encouraged to consider and provide for local needs when interpreting the scheme of work laid down by the council.

Selection of students is made by the colleges concerned. Candidates must be 16 plus, and to make sure they have the ability to benefit from the course about three subjects at O level, grade 2 or 3, are usually looked for, but if the personal interview, the school report, the student's disposition and capability of working in a team are good, and if she has shown interest in people, perhaps through voluntary work, these are felt to be more important than the academic level.

The colleges aim to build on previous knowledge and through a variety of activities help the student to develop personally and acquire confidence. Work outside the college, which can include residential placements, gives experience of the types of work she might enter on completing the course. Opportunity is given to realize the needs of the community and the time in college is structured so that students can learn to meet these needs and develop appropriate attitudes and skills. A special study allows the student to follow her own particular interest and show the often impressive extent to which she has developed her potential as a responsible member of society.

On completing the course students go into a variety of jobs. Some are with the social services, others with local hospitals; they are in residential children's homes, boarding schools and assessment centres; visit bureaux in colleges and as assistants in home for the disabled and elderly in day centres.

and some have gone as to families of professional people.

Former students attending regional conferences arranged by the council last autumn were getting satisfaction from the homes, special schools, and the handicapped and elderly. Some were looking for fuller qualification and some, like status and some, for a success in the course and did not want to leave. They were confident in their own ability to plan, to organize, to educate. Some have already entered further training at SECN, SRN, teacher training, or the Police Force.

Employers also spoke enthusiastically about the value of the course to those now in employment and of their satisfaction with these employees. It was interesting and satisfying for girls with this training, and future reorganized hospital was also emphasized.

Initially, the course had thought of as for girls, but boys have been accepted in finding suitable employment.

For students who are looking for employment in a less orientated occupation but at practical work, the national offers a Housekeeping and Living Certificate which prepares students for appointment as housekeepers and caterers in schools, hostels, halls of residence, hospitals, industrial canteens and other institutions. This was also of two years duration, entry age and assessment similar to the home management and family care course.

Educating the consumers

A matter of personal value judgments. Alma Williams, adviser to the Consumers' Association, faces up to some of the problems

Four rights: "The right to safety, the right to be adequately informed, the right to choose, and the right to be heard", extracted from the Declaration of the United Nations Commission on Human Rights, are now incorporated into the consumer activities of many countries, from Penang to the Philippines, from Singapore to Sri Lanka.

Though interpretations and emphases of these rights, and their attendant responsibilities, vary from nation to nation, it is generally accepted throughout the world that the right to information is not in itself enough, the consumer information, in the knowledge and unfortunately floating facts it provides, is restricted to supplying that very necessary support for consumer education and the philosophy of "critical awareness" it now offers.

Of course it is important for people of all ages to have access—in terms and forms which they can reasonably hope to understand—to information on law, redress, social and welfare benefits, market techniques, comparative testing, labelling, credit and the like, but such information remains sterile if unused and unapplied, if it is not part of a finding out, evaluative, conclusive, decision-making process.

Accumulation of such consumer information and the putting into practice of relevant and personal value judgments is a life-long process, and there is no stage at which one can decide to opt out. Many of the developing countries accept adult education of their citizens as their immediate priority, while industrialized, literate countries with more sophisticated systems of mass media communications for adults, put their emphasis on the longer-term investment of consumer education in schools with a comparatively captive audience. And there is also the recognition that children are increasingly early consumers in their own right, and influence of market trends.

In some countries, Norway for example, consumer education is now a compulsory subject for all secondary school children. We could not accept a similar situation in the United Kingdom with our educational dislike of absolute, centralized directives. This "political" situation of scholastic autonomy means that expert, interested and enthusiastic teachers can get on with their own interpretations of consumer education, increasingly recognising its relevance and motivating force, particularly to teenage learners.

So we have, on the one hand, the valued freedom to experiment and develop but, on the other, the difficulty in collating and comparing results on a national level. We are therefore in the position of knowing that consumer education (in its broadest form of extended information, through to its widest acceptance of social and community responsibility) is going on in British schools, but of not knowing the success and the failure of its interpretations. We sadly continue to miss the former government-sponsored Consumer Council which had begun, before its abolition, to provide this vital coordinated co-ordinating and advisory force.

By tradition, consumer education has appeared in an originally restricted form under the heading of domestic science, expanding into the more recently adapted and adaptable home economics, which its increasingly far-reaching implications, be limited to a single subject, especially to one which still attracts mostly girls, and sadly, girls who are not usually in the higher academic streams?

The internationally accepted answer is that, since the basic philosophy of consumer education, that is of discrimination, is one which appeals to all teachers of all subjects, what is known as a "consumer emphasis" can be introduced, not just into home econ-

ics, but into language, maths, economics, social studies, environmental studies, civics.

So it is unlikely to appear as an expensive new subject, crammed into an already overcrowded curriculum, and only to be treated as a crash course, at the end of O or A level.

Consumer education has been particularly well with several continuous examination courses, notably the well-experienced in consumer education techniques, say that starting points should be related to children's own experience, and that subjects should be student-oriented and not remote, adult projects of less urgent application. The Consumers' Association of Penang, following the Danish pattern, has this month listed at least 50 subjects of direct interest to Malaysian children, from guitars to gunny bags.

The new educational trend, rather than unmitigated formal teaching, for finding out unknowns together about the foaming intensity of different detergents or the sticking power of different glues, has its organizational problems, especially in out-of-school community-inspired activities, but it can also contribute towards breaking down the communications barrier between different generations.

The major, persisting problem for teachers remains the provision of updated background information, advice and resource materials: some practical help on this subject was given in the TES (April 4), but in the recognition that still more needs to be done. There is hope for the immediate future in that consumer education is now recognized as part of the school's activities for 1975-77 under the heading of "special programmes for schools".

Having achieved this victory the consumer organizations of the world, through the International Organization of Consumer Unions, have now collected evidence, evaluated needs, established priorities and made a choice of consumer educational aids and of in-service training for teachers as the basis for their own particular application of it.

At the same time it is recognized that such measures as "special programmes" are not enough, that pressures must be put on the school system, that a normal part of the curriculum, in the advocacy of facts, separating priorities, opinion, and arriving at choices and more direct involvement, "consumer education" continues to be a socially and nationally important part of the present economic situation as it expands into home econ-

Facing the energy crisis

One of the subjects studied in Surrey University's home economics department is energy conservation in the home, now recognised as being in the national interest. Here Professor R. J. Irving, head of department, writes about types of waste and how to counteract them.

The first home economics degree course in Britain was established just over four years ago at the University of Surrey. It is an interdisciplinary course integrating the physical and social sciences as they apply to the home, its occupants and its environment.

Although O level passes in mathematics, physics, and chemistry are required for entry, no such stipulations are made at A level. Successful entrants have A level passes from maths and physics to English, Welsh and home economics. This diversity of background leads surprisingly perhaps to a very coherent undergraduate body in which there is a great deal of self-help between students.

By the end of the first year they have reached a common level in physics, chemistry, sociology, psychology and biology which prepares them for courses such as food science, domestic technology and consumer studies in their second and final year. The intellectual demands made by such a course are just as great as in a single discipline course and as it is a synthesis of "the two cultures", it attracts highly motivated students.

The interrelationship between technology and the human sciences leading to concepts of comfort consistent with minimum energy requirements is typical of the problems faced by a home economics undergraduate. Energy conservation in the home is now recognized as being in the national interest, and the research work of the department is largely concerned with this.

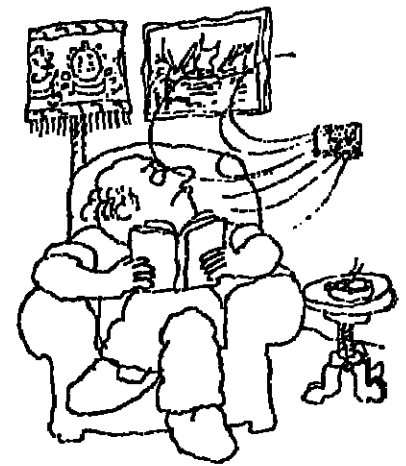
The recent massive publicity drive by the Government directed to households emphasizes the heat losses which can occur from poorly insulated houses and shows what remedial steps can be taken to minimize these at reasonable expense. Important though insulation is, it is only part of the problem of conserving energy in the home and must be considered against the background of energy usage and, indeed, the whole life-style of the family.

Conservation of energy should be interpreted as much more than cutting down heat losses, or switching off lights when leaving a room. It should consider the criteria for thermal comfort, efficiency of space heating and cooking processes, the use of labour-saving devices—such as food mixers, the convenient height of working surfaces and even shopping baskets for what is convenient and labour-saving for a housewife at home all day with a young family is not necessarily so for a working mother. It is a social as well as a technological problem and is an important area in the field of home economics both at undergraduate and research level.

With an increase in the standard of living has come a battery of labour-saving devices leading to an energy-wasteful way of life. It has taken the recent rises in oil prices to bring home to most people the seriousness of rapidly diminishing reserves of the world's fossil fuels and the consequent need to cut down on energy consumption. A home can become almost self-reliant from an energy point of view as the work on the "autonomous house" in the department of architecture at Cambridge has shown. Making use of energy from the sun and wind, and with a maximum of insulation, purchased energy is zero. It is a valuable exercise in the efficient utilization of natural resources and should provide much background information for the better use of orthodox methods, but the cost of the building and the life-style it forces on the inhabitants confines its use to that of a research laboratory.

As the insulation of a house is made more efficient, heat losses due to unwanted ventilation become more and more important. Gaps around poorly fitting doors and windows add up to a surprisingly large area. A gap of 1/4 inch around a door 6ft 6in high and 3ft wide—a well-fitting door by normal standards—corresponds to an area of 20 sq in, that is a hole roughly 5in by 6in.

In a well insulated house, these total ventilation losses can constitute 50 per cent of the heat loss. This is aggravated if there are open fireplaces and the effect is greatly increased if a fire is burning. Continued overleaf



"A gap of 1/4 inch around a door corresponds to a hole roughly 5in by 6in."

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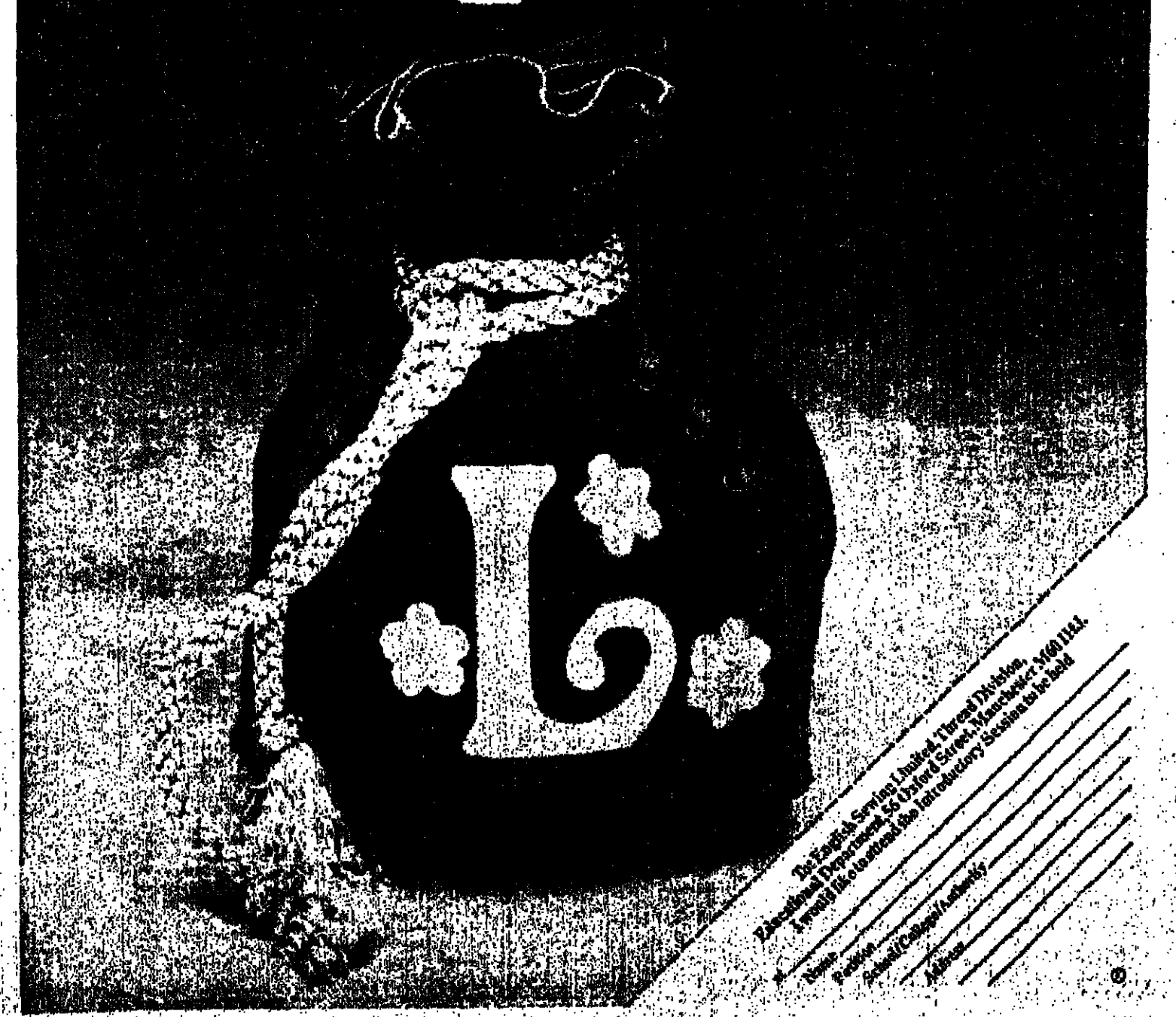
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Continued from previous page

ing or if a strong wind is blowing. Weather-stripping is the counter to these ventilation losses but unless carried to extremes there are still enough adventurous sources of ventilation to ensure at least one air change an hour throughout the house.

On all except the coldest days, it is not uncommon for housewives to open windows to "air" the house, or because "it is getting stuffy". This can represent a large waste of heat so it is important to arrive at some understanding of the term "stuffy". Stuffyness is difficult to define or measure but the factors which go to make up stuffiness are probably a combination of high temperature, high humidity and a build-up of body odours.

Psychological factors are obviously important and so also are sociological ones, as observation of middle-class housing areas in spring and autumn have shown more open windows than in working class areas. This represents an intriguing and important side-line to the problem of energy conservation.

Space heating has received most publicity, perhaps because this is the area in which the most spectacular economies can be made, but it

is not the major energy requirement in the home. Cooking accounts for 35 per cent, lighting and electrical appliances 30 per cent, heating 25 per cent and hot water 10 per cent.

In 1965, the average household used 800 units of electricity for lighting and domestic appliances. Today this has doubled due entirely to the increase in the number of appliances in use. Nearly 10 per cent of all households now have a freezer, 70 per cent have a refrigerator, 65 per cent a washing machine, 45 per cent a hair dryer and more than 50 per cent an electric blanket, while that most appealing of all men's toys, the proverbial train set—the electric drill, appears in a third of all households.

All these devices are labour-saving and offer a convenience. The freezer saves frequent trips to the shops and permits economies by buying in bulk. Washing machines have removed the hard physical work from laundering. Few people wash clothes more often than they need so saving energy in this way is not easy.

Rather surprisingly, about one-third of the energy in any household is used in cooking and this represents an area where considerable savings could possibly be

made. For a large proportion of nineteenth-century households the fire which heated the living room also cooked the evening meal. Separate facilities for cooking are a comparatively recent development except for families which employed a cook.

Energy saving in cooking presents a very complex problem. The creativity associated with preparing an exotic menu, the satisfaction in knowing the family is well-fed, are of profound psychological importance. Sociological factors also cannot be overlooked. English families enjoy their joints. A stew brought to the table on the hob and then transferred to a "brazing" to continue the slow cooking for a couple of hours, once free, provides a tasty meal.

Energy conservation is more than telling people to use less gas and electricity. Significant savings will only be made when we have a clearer picture of all the human factors involved.

The home economics course provides a student with the basic principles of domestic technology, nutrition and the social sciences which woven together can make some contribution to the complex problem of energy conservation in the home.

Creative cooking

Recipe development—By Elaine C. Acaster, head of department of health and community studies, Harrow College of Technology and Art.

An important part of a company home economist's job can be to produce new and interesting ideas derived from basic recipes and long established principles, often incorporating convenience foods and methods with traditional ones. Moreover the home economist's post, whether she invites inquiries or not is likely to include innumerable queries from consumers on any topic related to the composition and uses of products sold by her company, as well as requests for the diagnosis of symptoms of cookery "failures".

Students taking the National Council for Home Economics Education Certificate course in home economics have a choice of main option subjects in their final year. The option "recipe development and food photography" is exceedingly popular at this college. Its success partly being due to the splendid support given by the schools of photography and art, two of the college's seven constituent departments, and the college resources centre. It is the aim of many of the students to find employment with companies where their creativity will be used to the full in experimental kitchens, while others prefer the freelance field.

It is important during the first year of the course that a student intending to specialise in food acquires the necessary expertise and confidence in the whole field of food choice, preparation, cooking and presentation, backing her decisions with knowledge of applied science including nutrition, and associated subjects. In the final year of the course, when studying her subject, she can use basic principles and foundation recipes, skills and techniques for her experimental work with confidence, building on the previous year's experiences.

Recipe development is made more purposeful for students if the exercise or project is one which has been offered to the college by a manufacturer, public relations firm or other contact in industry. Such projects frequently form the basis of a class exercise or may be tackled by students as individual studies. Examples include: formulation of low calorie meals (including recipe leaflets and photographs for clinics) in conjunction with the dietician at the local hospital; marketing a "new" fruit for an



Home economics students visualizing layout and composition with CCTV, before making photographic records in monochrome and colour.

importer. Assuming the class to be working on a major project, say mid-way through the final year, the lecturer presents the project and briefs the whole group. At this stage the firm may usefully be represented for points of clarification and discussion, and a more specific outline usually emerges quickly.

Each student, having been assigned an area of development in which she has an interest, gathers background information from the firm, department, college and personal resources which will provide a useful stimulus and widen her interpretation. Discussion among students is equally profitable, and before a student embarks on practical work an outline of her ends and means is presented to the lecturer, and discussed in a tutorial session.

Practical experimental work begins with measurements being made in metric and imperial units, although emphasis is on the former. Strict logging is required of ingredients chosen, availability and reasons for choice; preparation and size of cooking vessels; timings; preparation and method of cooking; medium and publicity; and special points as appropriate. Results are evaluated from the following and other points—taste, quality, appearance, keeping quality, freezing potential, relative cost, potential market. Finally, these factors being acceptable, the original brief must have been satisfied. A final summarizing session is held at which the results of experimental work to be presented to the firm are collated. This session may again include a representative of the firm, and a further development stage of the project may be considered.

It is not unusual for the next step to be the production of complete and concise instructions for recipes to be included on a package. Depending on the market for which the product is intended, the recipe may be elementary or complicated, but certain factors must be clear—accurate measurements of readily available commodities; standard mixing directions; cooking time and number of servings to be expected.

Furthermore, package designs may be requested, and an opportunity usually arises for discussion on the types of material and colour to be used for packaging, the shelf life of the commodity, and labelling according to statutory obligation. Line drawings may be developed for a large proportion of nineteenth-century households the fire which heated the living room also cooked the evening meal. Separate facilities for cooking are a comparatively recent development except for families which employed a cook.

Low income meals

Award finances research at Queen's College, Glasgow.
By M. Clark and Mairi MacDonald

When Catherine Gillespie presented her Tube Investments award to the Queen's College, Glasgow, to finance further research into the nutrition of low income families, it was difficult to know just where to begin. Glasgow is a big city and there are many areas of need. Puzzles often have unexpected solutions, however, and this one was quickly solved.

Through a social worker came a request for assistance. A mother of three children had an unemployed husband and was desperate for help, advice and inexpensive recipes in order to feed her family adequately. Students in the college had for some years carried out an exercise on this very topic. A week's meals were planned for a family of five, using the publication *Household Food Consumption and Expenditure* as a guide. The knowledge accumulated from these exercises served as a basis for initial advice, but the need for a booklet containing simple inexpensive recipes soon became apparent.

Booklets are expensive to produce, and this seemed a wise use for some of the Tube Investments award. Lecturers in the food studies department planned meals for three consecutive weeks, and compiled a shopping list for each week. Hints on planning, fuel economy, cooking and simple nutrition were included, as well as recipes for all the dishes suggested. A trial run was carried out by a group of volunteer housewives to check quantities and acceptability. After this, the nutrition department satisfied themselves that dietary requirements would be met.

As the booklet went for publication, lecturers decided that it might be possible to give more practical help in the form of talks and demonstrations. Arrangements were made by a social worker for a group of housewives to attend a weekly class at a local centre.

Everything had to be taken to the centre, from portable cookers to the last teaspoon. Two lecturers and four students were involved each evening, and four dishes were demonstrated by the students for the women to try. The exercise had to be realistic, and since most of the women had very little in the way of utensils, a good deal of improvisation was taught. This pilot scheme was a great success. Publicity in the press and on radio and television brought requests from other areas, but since students and lecturers were giving up their spare time the response had to be limited.

The students, all volunteers, were enthusiastic about the project and established a good relationship with the mothers. They noted that they were nervous to begin with, but gained the audience's sympathy—too much confidence and expertise could perhaps have inhibited the women from trying things for themselves. Their husbands sometimes resented the fact that they were attending the demonstrations and occasionally objected to the change in diet when new dishes were tried out at home, but results on the whole were most encouraging.

No attempt was made to teach budgeting. Nutritious meals were cooked correctly and economically, and current "bargain buys" were discussed. Fruit and vegetables, it was found, did not feature largely in the diet. This is a fairly general tendency in Scotland, not only in low income groups. Perhaps the traditional "high tea" is partly to blame, and also the higher cost of these items in the North.

Meanwhile, the demand for the booklet increased. An article in *The Proceedings of the Nutrition Society* brought requests for copies from all over the world. They are still coming, although inflation has meant a complete re-costing, and it is no longer possible to feed a family of five really adequately on £8 a week. Now, two years later, it costs £12.50 and seems unlikely to end there. The principles in the booklet are still valid, however, and still enable a housewife to get good value for money.

The demand for practical help has rapidly become more than college resources can meet, so there have been several recent developments. Instead of travelling to outside centres, it has been found possible to bring groups of housewives into college for the demonstration and discussions; this makes organization much easier. A 10-lesson course on "Eating wisely on a pension" was another successful experiment. Practical classes were conducted in college, and the old people's welfare committee provided the "students". A simple recipe menu booklet has been prepared, and this will be made available to the public.

Students are video-taping demonstrations suitable for centres like women's prisons, where they can be moved into situations where enough trained home economics staff may not be readily available. One of the most valuable developments was a series of 10 classes for "home makers" who visit homes to give practical advice to families in difficulties. All aspects of economy in homemaking were covered—budget cookery, laundry, cleaning and simple sewing. This was a further valuable step forward.

To help to meet this need, the students have gained more confidence in themselves and in the value of their chosen profession. Their experience has broadened, and it is hoped that they will develop this new tradition of the college in many ways during their careers.

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Booklets are expensive to produce, and this seemed a wise use for some of the Tube Investments award. Lecturers in the food studies department planned meals for three consecutive weeks, and compiled a shopping list for each week. Hints on planning, fuel economy, cooking and simple nutrition were included, as well as recipes for all the dishes suggested. A trial run was carried out by a group of volunteer housewives to check quantities and acceptability. After this, the nutrition department satisfied themselves that dietary requirements would be met.

As the booklet went for publication, lecturers decided that it might be possible to give more practical help in the form of talks and demonstrations. Arrangements were made by a social worker for a group of housewives to attend a weekly class at a local centre.

Everything had to be taken to the centre, from portable cookers to the last teaspoon. Two lecturers and four students were involved each evening, and four dishes were demonstrated by the students for the women to try. The exercise had to be realistic, and since most of the women had very little in the way of utensils, a good deal of improvisation was taught. This pilot scheme was a great success. Publicity in the press and on radio and television brought requests from other areas, but since students and lecturers were giving up their spare time the response had to be limited.

The students, all volunteers, were enthusiastic about the project and established a good relationship with the mothers. They noted that they were nervous to begin with, but gained the audience's sympathy—too much confidence and expertise could perhaps have inhibited the women from trying things for themselves. Their husbands sometimes resented the fact that they were attending the demonstrations and occasionally objected to the change in diet when new dishes were tried out at home, but results on the whole were most encouraging.

No attempt was made to teach budgeting. Nutritious meals were cooked correctly and economically, and current "bargain buys" were discussed. Fruit and vegetables, it was found, did not feature largely in the diet. This is a fairly general tendency in Scotland, not only in low income groups. Perhaps the traditional "high tea" is partly to blame, and also the higher cost of these items in the North.

Meanwhile, the demand for the booklet increased. An article in *The Proceedings of the Nutrition Society* brought requests for copies from all over the world. They are still coming, although inflation has meant a complete re-costing, and it is no longer possible to feed a family of five really adequately on £8 a week. Now, two years later, it costs £12.50 and seems unlikely to end there. The principles in the booklet are still valid, however, and still enable a housewife to get good value for money.

The demand for practical help has rapidly become more than college resources can meet, so there have been several recent developments. Instead of travelling to outside centres, it has been found possible to bring groups of housewives into college for the demonstration and discussions; this makes organization much easier. A 10-lesson course on "Eating wisely on a pension" was another successful experiment. Practical classes were conducted in college, and the old people's welfare committee provided the "students". A simple recipe menu booklet has been prepared, and this will be made available to the public.

Students are video-taping demonstrations suitable for centres like women's prisons, where they can be moved into situations where enough trained home economics staff may not be readily available. One of the most valuable developments was a series of 10 classes for "home makers" who visit homes to give practical advice to families in difficulties. All aspects of economy in homemaking were covered—budget cookery, laundry, cleaning and simple sewing. This was a further valuable step forward.

To help to meet this need, the students have gained more confidence in themselves and in the value of their chosen profession. Their experience has broadened, and it is hoped that they will develop this new tradition of the college in many ways during their careers.

Adapting to a new world

Home economics for the Asian immigrant. By S. D. Sutcliffe, teacher research assistant, Immigrant education service, Bradford

In Bradford a scheme for educating the mothers has developed over the years because most Asians in the city are village people. Frequently the women have little or no education. Though they were unresponsive to attending a class to learn English, their interest was aroused through home crafts. The mothers responded to the idea of learning about the running and safety of the home, cooking, family planning, sewing and other crafts. So the desire to learn English was aroused, which led in turn to an interest in learning how to read and write.

One can imagine the adaptations required by an Asian leaving behind a very rural village life in India or Pakistan and coming to live in an industrial western community. For a villager, to move to an Asian city would be an experience and require time to acclimatize, as the task is far greater on coming to a city in a different culture and offering a very different way of life. Not only can language present a problem and form an important barrier, but much of the daily round is strange and unfamiliar and treated with suspicion because of lack of understanding.

Home is created to be a secure place into which one can withdraw. An immigrant will develop home as a hive of security in an alien community and within which he can follow and practise his own ways. If no one teaches him new ways which are possibly more suited to the environment, he remains in ignorance, making mistakes, yet unaware of how or why to change.

An Asian girl is trained in home crafts from an early age and some undertake responsibilities. She is therefore interested in home economics but immediately can meet strange and unfamiliar gadgets, utensils, food, habits and customs. These have to be understood and a

trust developed in the teacher and her methods. In special education centres the children of school leavers learn not only a new language but also about running a home in a new country. A villager may be unfamiliar with most of our furniture, perhaps with running water or even electricity, and a British bathroom can be quite alien. Village cooking in India and Pakistan is done over an open fire with the minimum of cooking utensils, and most of what is seen in a western kitchen is just not understood.

This calls for adaptation on the part of the home economics teacher in order to establish with the immigrant pupils a confidence in what they see and what they are asked to use. Perhaps the children can speak a little English but are unable to read a recipe and follow the instructions. The vocabulary of the kitchen has to be taught, the use of the equipment, methods of washing up and putting away utensils and appreciating the difference between the use of a dishcloth, tea towel, and floor cloth. Weighing and measuring have to be mastered, a picture, when words fail, can be a useful substitute when preparing a recipe.

Immediately ingredients are handled objections may be raised to the use of fat, for to many Asians animal fat is taboo. This has religious significance and one reliable teaching point to be mastered at an early stage is to train the children to read the packet and note whether the fat is animal or vegetable. Even margarine can be treated suspiciously in the beginning. Meat can have religious taboos and this can be overcome by asking the pupils to bring their own. The objection to British meat is that it is not killed with the appropriate religious observances, and is therefore slaughtered by having its throat cut.

Needlework is a handicraft familiar to an Asian village girl, who prepares for her dowry by making and embroidering cushions, bedspreads and covers. She will learn from her mother the art of cutting out and sewing clothes, and knitting, but this is often done without the aid of a pattern. A villager has an inborn skill of judging a person's measurements and then simply cutting out the cloth and making the garment. The same villager reared from an early age in Britain loses this skill unless mother is at hand to train the child. Suspicion can be aroused by asking an immigrant to make an unfamiliar garment. Again, taboos of the Asian community may be violated by the style of a villager may be totally unsuitable, but a better choice comes with understanding.

As the years go by an Asian newcomer in the school fits in far more easily and adapts more quickly because of the acceptance by earlier pupils—a cult of example. It is a slow process to be absorbed into a new culture, but time seems to make it easier. Much of what is taught in school goes home, as do ideas seen in the homes of British friends. Over the years the British home of an Asian villager becomes more well-known in its furnishings, equipment and decoration. In many Asian village households in this country it is the children who are trying to influence their elders towards a western way of life. But it can cause conflict between the generations for transition or adaptation from one culture to another is not easy.

With the passing of time change has taken place: from an objection to cookery has come requests for recipes of cakes seen in shop windows; from suspicion of foods has come trust in eating what is offered to them; from misunderstanding and reluctance has grown acceptance and eagerness. It has been due to the efforts, patience and adaptation of some understanding teachers.

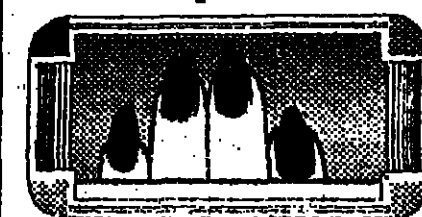
YOU AT HOME

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Accurate but unpatronising advice for both sexes on personal appearance and its problems, with well-drawn characters to whom young readers can relate.
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STEPHANIE HOLLAND 423 88020 4
What's in a Game?
DOREEN CHETWOOD 423 88120 3
Where shall we go today?
DOREEN CHETWOOD 423 88440 4

For full details of the series and inspection copies, write to: Methuen Educational Ltd, Market Hog Dept, North Way, Andover, Hampshire SP10 8SL

49

It will be necessary for the teachers to organize their work to develop the immediate language needs of the students. This may be accomplished by developing suitable learning material for the individual needs in group-work.

Applicants should be reported to the jury, preferably with a suitable recommendation.

Application forms available from
THE TOP OF THE OTHER CRYSTAL
Now, with your 1981 NRI RIN-
numbered, we require no link is pro-
cessed by John May, 1982

CHING
S
HER POSTS
COL
land
ROUP 4 (Houghton). Required for
possible a suitably qualified and
making a good contribution to
col
ed on the northern boundary of
d housing. The Junior school is
land
ROUP 4 (Houghton). Required for

publicity have a commitment to special interest in reception classes

GROUP 5 (Houghton). Required for qualified and experienced teacher additional allowance in that the school is carrying out area of Social education forms are available on request

SCHOOL DEVELOPMENT TSG GLB

GROUP 6 (Houghton). A survey of the school has shown that in plain buildings serving a well off. Having strong links with the community it is expected to play a major role in the town and its co-operation with one in a Social Priority area appropriate allowance

of applications for the above

Report, Cleveland
Employed for September, 1975, or
to be responsible for language
and required for September, 1975, a
teacher in this school. Circum-
stances Age Group Class. An
article.

Wesborough, Cleveland TBA ASU
employed for September, 1975, a
lead teacher to be responsible
objects. Music/Art desirable but
not strictly evaluated and has modern
classroom for individual students
classified as having an area

Cleveland TSS 8PW
required for September, 1975, a
teacher. The person appointed
will have responsibility for language
for an additional allowance in
assigned as saving an area of

Cleveland TSS 0AA
required for September, 1975, a
teacher. The person appointed
will have responsibility for language
Development and Reading

IV SCHOOL
through, Cleveland TSS 30H
required for September, 1975, a
teacher. An interest in this
page.

Cleveland TSS 30M

teacher to contribute to all pool qualifies for an all-time all been categorized as being allucations to be retained by the

POOL
received **THE** 30P
required for September, 1975,
teacher to be responsible for the
progress to Music an advantage.

MA.
revised. **Classified THE** 81Y
required for September, 1975,
teacher to take charge of
education to final class teaching

and removal expenses is available
housing accommodation may be

enter as an application form
letter in the address above

degrees of these records.
 stated application forms should
 Teachers within 10 days of the
 advice otherwise stated.

DEPUTY HEAD TEACHER POSTS

BARNARD GROVE INFANT SCHOOL
Barnard Grove, Harfield, Cleveland
DEPUTY HEAD TEACHER (GROUP 4 Houghton) *Required for September 1975 to provide a suitably qualified and experienced teacher capable of making a good contribution to developing the work of the school*
The school is pleasantly situated on the northern boundary of Harfield in an area of mixed housing. The Junior school is adjacent.

LYNNFIELD INFANT SCHOOL
Lynnfield Road, Harfield, Cleveland
DEPUTY HEAD TEACHER (GROUP 4 Houghton) *Required for September 1975, a suitably qualified and experienced teacher*

A teacher teaching with a special interest in reception classes
for the Junior High School.
Gaston Deane, Marietta, Cleveland
DEPUTY HEAD TEACHER (GROUP 8 Houghton). Required for
September 1957. This position requires a qualified and experienced teacher
The civil standard for an additional allowance is that the
school has been recognized as serving an area of Social
Priority. The salary scale for this position is available
from the Head Teacher at the school on request.

NORTH ORMSBY PRIMARY SCHOOL
James Street, Aldershot, Surrey, GU11 6LE
DEPUTY HEAD TEACHER (GROUP 4 Houghton). A suitably
qualified teacher is required for this school. The school was
established in 1957. It is a primary school serving a well
established industrial community, having strong links with
the local community. Deputy Head will be expected to play a major
part in the life and development of the school and its co-operative
teaching.

The school is designated as having one in a Social Priority area
and teachers receive the appropriate allowance
(The closing date for receipt of applications for the above
position is 30.06.57, to enable after the appearance of the
advertisement.)

ROSSERIE INFANT SCHOOL
Cascadia Road, Weston Manor, Harrogate, Cleveland
SCALE 2 POST (Houghton). Required for September, 1975, a suitably qualified and experienced teacher in this school can be considered for the School to be re-designated for Language Development in the Academy.

THORSTON INFANT SCHOOL
Flood Way, Harrogate, Cleveland
SCALE 2 POST (Houghton). Required for September, 1975, a suitably qualified and experienced teacher in this school can be considered for the School to be re-designated for Language Development in the Academy. Age Group Class: Infant in Music/Craft to be desirable.

NEW GARDEN INFANT SCHOOL
Beach Grove, South Bank, Middlesbrough, Cleveland TS4 6SU
SCALE 2 POST (Houghton). Required for September, 1975, a suitably qualified and experienced teacher in this school can be considered for the School to be re-designated for Language Development in the Academy. Age Group Class: Infant in Music/Craft to be desirable. Music/Art desirable but not essential. This school is presently situated and has modern facilities and is situated in an excellent residential area in that the school has been categorised as having an area of special priority. (Applications to be treated as soon as possible).

PALLISTER PARK JUNIOR SCHOOL
Griffiths Road, Middlesbrough, Cleveland TS1 1PW
SCALE 2 POST (Houghton). Required for September, 1975,

would be asked to take general responsibility for language in the classroom and to be available for an additional allowance in that the school has been carrying on as having an area of Social Priority.

PARK AND INFANTRY SCHOOL
Owenside, Middleburg, Cleveland 753 9AA
TEACHER 3 POST (Houghton). Required for September, 1975, a suitably qualified and experienced teacher. The person appointed will be responsible for Language Development and Reading Resources.

ST. THOMAS MORE H.C. PRIMARY SCHOOL
East Cleveland, Cleveland 754 3BH
TEACHER 3 POST (Houghton). Required for September 1975, a suitably qualified and experienced teacher. An interest in this school is an E.C. advantage.

THORNHIRE JUNIOR SCHOOL
The Greenway, Middleburg, Cleveland 753 BH
TEACHER 3 POST (Houghton). Required for September 1975, a suitably qualified and experienced teacher to contribute to all aspects of Art Education. The post involves the running of an annual Art Festival. Applications should be submitted by 15th April, 1975.

VICTORIA ROAD INFANTRY SCHOOL

SCALP & POST (Hogehans), Reached 101,000 in 1978, a fully experienced teacher. To be responsible for the development of the unit on the Indians. Degree in Music or Education.

DOORMAN/STON JUNIOR SCHOOL,

South Avenue, Doormanston, Essex, Cleveland TS16 6LY.

SCALP & POST (Hogehans), Reached 101,000 in 1978, a fully qualified teacher. To be responsible for the development of the unit on the Indians. Degree in Music or Education.

Financial assistance with household removal expenses is available in approved cases. If necessary, housing accommodation may be available if required.

SCALP & POST is made by letter to an application form obtainable from the Head Teachers of the addresses above. Applications by letter should include detailed information about the applicant's education, qualifications, life career, together with the name and addresses of three referees.

Letters, if successful, and considered application forms, should be sent to the Education Officer, Doormanston Junior School, 101,000 in 1978, a fully experienced teacher. To be responsible for the development of the unit on the Indians. Degree in Music or Education.



Primary Schools

Applications are invited for the following posts with dates to commence September, 1975 —

Head Teacher (Group 7)
CORINTHIAN AVENUE C.P. J.M.I. SCHOOL FLORENTINE ROAD,
LIVERPOOL L15 6SD.

Head Teacher (Group 8)
GEOUR (DUNCOMBE ROAD) C.P. J.M. SCHOOL, DUNCOMBE
ROAD NORTH, LIVERPOOL L19 1RD.

Head Teacher (Group 9)

LIVERPOOL 14 TUF.
Application forms are returnable to: 27th May, 1975 to the Director of Education, 14 at Time as School

Deputy Head Teacher (Group 5)
LONGWOOD LANE J.M. SCHOOL, LONGWOOD LANE
LIVERPOOL 9
Re-organized school, opening September 1975. 1st year intake Junior Mixed, 2nd and 3rd 4th year Junior Girls for one year only. Application forms are returnable to: 23th May, 1975 to the Director

Assistant (New Scale 2)
CANTHILL FARM C.P. INFANTS (S.P.) SCHOOL, MAIN LANE,
LIVERPOOL L12 6QL
Interested in 4 year old child or mother of the child
Assistant (New Scale 2)
FONTHILL C.P. J.M.I. (S.P.) SCHOOL, FONTHILL ROAD,
LIVERPOOL, L4 1GD.
Musicalian preferred. Infant post.
Assistant (New Scale 2)
MAJOR LESTER C.P. INFANTS (S.P.) SCHOOL, SHERLOCK STREET.

Nursery teacher
WINDSOR C.P. J.M. (S.F.) SCHOOL, UPPER HILL STREET,
LIVERPOOL L8 2EE.
Assistant (New Scale 2)—Music
Assistant (New Scale 1)—P.E. and Games.
Assistant (New Scale 1)
CANTREL FARM S.P. INFANTS (S.P.) SCHOOL, NAB LAKE,
LIVERPOOL L12 5DL
2 posts available
Assistant (New Scale 1)
EARLE C.P. INFANTS (S.P.) SCHOOL, WEBSTER ROAD.

Please state special interests.

Assistant (New Scale 1)
MONKSDOWN C.P. J.M. (S.P. SCHOOL, MONKSDOWN ROAD,
LIVERPOOL L11 1HH.

Assistant (New Scale 1)
ST. MARGARET'S E. J.M.I. (S.P. SCHOOL, PRINCES ROAD,
UPPER HAMPTON STREET, LIVERPOOL L1 1TR

Nursery teacher. Application forms are returnable to :-
M153 M. BUSH, 10 MAYVILLE ROAD, LIVERPOOL 18.

Assistant (New Scale 1)
NEWSHAM C.P. J.M. (S.P. SCHOOL, BOALER STREET,

Assistant (New Scale 1)
ST. CHRISTOPHERS R.C. J.M. (S.P.) SCHOOL, YARBOCK ROAD,
LIVERPOOL 24 69N.
Applying forms are referable to ---
REVEREND P. MONTGOMERY, ST. CHRISTOPHERS PRESBYTERY,
STAPLETON AVENUE, LIVERPOOL 24.
Assistant (New Scale 1)
ST. FRANCIS XAVIER J. BOYS (S.P.) SCHOOL,
LANGSDALE STREET, LIVERPOOL 13 4DR.
Interest in Boys' Games
Application forms are referable to ---

SALISBURY STREET, LIVERPOOL 2.
Assistant (New Scale 1)
ST. FRANCIS OF SALES R.C. INFANTS SCHOOL, MALE ROAD,
LIVERPOOL 4.
Nursery Teacher. New Nursery opening in September 1975.
Application forms are returnable to —
REV. FATHER BRESH, ST. FRANCIS OF SALES PRESBYTERY,
MALE ROAD, LIVERPOOL 4.
APPLICATION FORMS (STAFFING FORM 1, E.) ARE OBTAINABLE
FROM THE DIRECTOR OF EDUCATION, 14 ST. THOMAS STREET,
LIVERPOOL 1. OR, ON RECEIPT OF A SIGNED ADDRESS

THE SCHOOL AS SOON AS POSSIBLE. UNLESS OTHERWISE STATED.

SCALE POSTS

ROSSMERE INFANT SCHOOL
Calceole Road, Oulton Manor, Hartlepool, Cleveland
SCALE 2 POST (Houghton). Required for September 1975 or
29.000 as possible a teacher to be responsible for language
Development in the School.

THROSTON INFANT SCHOOL
 Flind Walk, Harlepool, Cleveland
SCALE 2 POST (Houghton). Required for September, 1975, a
 suitably qualified and experienced teacher in this semi cov-
 er-
 plan nearly full school for Youngest Age Group Class. An

BEECH GROVE JUNIOR SCHOOL
Beech Grove, South Bank, Middlesbrough, Cleveland TS6 6SU
SCALE 2 POST (Houghton). Required for September, 1975, a
suitably qualified and experienced teacher to be responsible

for personal care and basic subjects. Music/Art desirable but not essential. The school is pleasantly situated and has modern teaching facilities. The post qualifies for an additional allowance in that the school has been categorised as serving an area of Social Priority. (Applications to be returned as soon as possible.)

PALLISTER PARK JUNIOR SCHOOL
Gribble Road, Middlesbrough, Cleveland TS3 8PW
SCALE 2 POST (Houghton). Required 1st September, 1975, a
suitably qualified and experienced teacher. The persons appointed

would be asked to take general responsibility for language development. The staff qualifies for an additional allowance in that the school has been categorised as serving an area of Social Priority.

BARK AND INFANT SCHOOL

Overdale Road, Niddesham, Cleveland TS3 9AA
SCALE 2 POST (Houghton). Required for September, 1975, a
fully qualified and experienced teacher. The person appointed
will be responsible for Language Development and Reading
Resources.

ST. THOMAS MORE R.C. PRIMARY SCHOOL
Erith Grove, Easteride, Middlesbrough, Cleveland TS4 3DH
SCALE 2 POST (Houghton). Required for September 1975
suitably qualified and experienced teacher. An interest in Girls

THORNTREE JUNIOR SCHOOL
The Greenway Middleburgh, Cleveland TS5 9NM
SCALE 2 POST (Houghton). Required for September, 1974, a
specially qualified and experienced teacher to contribute to an

aspects of Art Education. The post qualifies for an additional allowance in that the school has been categorized as being an area of Social Priority. (Applications to be returned by 15th May 1975.)

Victoria Road, Middleborough, Cleveland 781 30P
SCALE & POST (Houghton). Required for September, 1975, a
highly experienced State Teacher to be responsible for the
development of Aie with infants. Interest in Music an advantage.

DORMANTTOWN JUNIOR SCHOOL
 Bush Avenue, Dormantown, Redcar, Cleveland **TN12 6LY**
SCALE 3 POST OFFERING. Required for September, 1973, a
 suitably qualified and experienced teacher to take charge of
 basic throughout the school in addition to normal class teaching

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

obtaining from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of three referees.

be submitted along to the Head Teachers within 10 days of the appearance of this advertisement; under otherwise stated.

51

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
NICHOLAS MARKEE MUMUK
NICHOL
(AGG boys and girls aged since 15)
Required for September, 1970. IF
HIGH Scale 1 of LONGFILL
100000 with third and four
thousand.
Experienced teachers should
apply to the Headmaster, Nicholas
Markee Middle School, Nicholas
Markee, Ipswich.

By Subject

[illegible]

Other Posts on
Scale 2 and above

Scale 2 and above

**HERTFORDSHIRE
COUNTY COUNCIL**

MOBILE NURSE DIVISION

THE GREENWAY SCHOOL
Garden Walk, Royston Hills 739
(Slide 9-13 years)

EXPERIENCED TEACHER re-
quired for the post of COM-
MUNICANT NURSE. 1115151. For con-
sideration please send your CV to
FRENCH (Grain 5) to con-
sideration September 1, 1975.

The successful candidate will
lead a team of teachers in

Other details can be obtained from the Headmaster, to whom a letter of application, together with the names of two referees should be forwarded as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
NEWNHAM MIDDLE SCHOOL
(1996 to 1997)

one year—class TEACHER with special interest in MATHEMATICS (1-incher/BMP).

This is a developing 311 School and applicants should be prepared to work as a member of Fourth Year team led by a Coordinator.

Application forms obtainable from the Headmaster.

BERTFORDSHIRE

This large, recognized school (day boys, 50 boarders) requires September, 1975, a graduate qualified **MATHEMATICS MISTRESS** teach MATHEMATICS to fourth entrance standard. Small city. U facilities.

Salary above Barnham County means superannuation. Excellent for enthusiasts welcome. Single accommodation not possible.

Apply with resume and 'ph

Modern Languages

Scale 1 Posts

HOUGHTON HIGHT SCHOOL
Houghton, September. TEACHERS
TEACHING IN CAPABLE AND ABLE
his recently formed organization.
Ability to teach given an advan-
tage. The school is being reorga-
nized into a Junior-Senior and a
Basic-Building 1-12 in North-
East. It is in rural district but
concentrically pattern for teach-
ers and is to be a beautiful activi-
ty. By letter to Houghton
giving instructions and details.

ILUMBERSIDE
COUNTY COLLEGE
EDUCATION DEPARTMENT
MINISTION CEMETERY HILL
ST. JOHN BAPTIST N.C. JUNIOR
HIGH SCHOOL
Charleston Road, Garden Park
State, N.C.
Residence for Reference 1970:
1111 1/2 N. W. 10th St. S.W.
Atlanta to reach other schools.

Application papers are sent from the District Registrar at Los Angeles County, California, to the State Registrar at Sacramento, California, for filing in the State of California.

[illegible]

THRAPSTON SECONDARY SCHOOL

(Market Road, Thrapston, Kettering)

Thrapston Secondary School, a small pleasant rural school, under recent proposals for re-organization, will in September, 1976, become a Middle School and part of a three-tier fully comprehensive system. Applications are therefore invited from teachers with experience and drive for

HEAD OF LOWER SCHOOL

(Age group 9-11)

Salary Scale Houghton 3

This is a key senior appointment in the re-organization and candidates must be experienced and have held varied and successful teaching posts in Primary and/or Middle Schools. The teacher appointed will also be expected to guide the entire school in at least one area of the curriculum, preferably Mathematics. Since the re-organization will not be completed until July 1977 an added recommendation would be an ability to do some teaching of the older secondary pupils. Further details and application forms from the Headmaster.

Northamptonshire
Education Department

Metropolitan Borough of
Stockport

EDUCATION DIVISION

Secondary
Required for September, 1975 —
DRAHALL HIGH SCHOOL, Seal Road, Bramhall, Stockport

TEACHER OF SPANISH

Scale 2 (Ref. No. 7/TES)
Graduate to be responsible for the teaching of Spanish to G.C.E. Advanced level. Scale 2 for experienced applicant.

PEEL MOAT SCHOOL, Buckingham Road, Heaton Chapel, Stockport

MUSIC TEACHER

Scale 2 (Ref. No. 6/TES)
To be second in the Music Department. An expanding department with the new comprehensive intake in the 3rd year. School orchestra and choir will be established in the lower school.

PRIESTNALL SCHOOL, Priestnall Road, Heaton Mersey, Stockport

HEAD OF PHYSICAL EDUCATION

Scale 3 (Ref. No. 8/TES)
There is a Sports Centre on the site providing a Sports Hall, gymnasium, squash courts and a redress area, in addition to playing fields. Major games taught are netball, hockey, tennis and rounders. Other activities include athletics, swimming, badminton, table tennis, squash, gymnastics and modern educational dance.

AVONDALE SCHOOL, St. Lesmo Road, Edgeley, Stockport

GRADUATE TEACHER OF FRENCH

Scale 1 (Ref. No. 11/TES)
Applicants should state their other interests.

TEACHER OF GIRL'S PHYSICAL EDUCATION

Scale 1 (Ref. No. 12/TES)
Sound qualifications and training are essential. Facilities to be developed will provide for a wide range of Physical activities. Promotion prospects are good.

Primary
BROOKHEAD JUNIOR SCHOOL, Council Lane, Cheshire, Stockport

HEADTEACHER

Group 5 (Ref. No. 2/TES)
Applications are invited from suitably qualified and experienced teachers. The school is pleasantly situated, with a rural aspect at the rear. A separate infant school is envisaged.

CHERRY TREE PRIMARY SCHOOL, Compstall Road, Roulley, Stockport

HEADTEACHER

Group 5 (Ref. No. 1/TES)
Applications are invited from suitably qualified and experienced teachers. The school is pleasantly situated, with a rural aspect at the rear. A separate infant school is envisaged.

ST. JOSEPH'S R.C. JUNIOR SCHOOL, Highison Road, Reddish, Stockport

TEACHER

Scale 1 (Ref. No. 100/TES)
Applications are invited to indicate their special interests. Application forms from the Director of Education, Town Hall, Stockport (quoting the appropriate reference number) and returned to the Rev. R. H. Clarke, The Presbytery, 23 Gordon Road, Reddish, Stockport, immediately.

Application forms from the Director of Education, Town Hall, Stockport (quoting the appropriate reference number) and returned, unless otherwise stated, to the Head Teacher of the school concerned immediately. In respect of Post Ref. 1 and Post Ref. 2, the completed forms should be returned to the Director of Education, Town Hall, Stockport, by 30th May, 1975.

MIDDLE

continued

Music

Other Posts on
Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
CANNIBY ROAD, MERTON, SURREY
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Merton Education Office, 100 Cannonby Road, Merton, Surrey, by 30th May, 1975.

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following posts:
ASSISTANT MUSIC TEACHER
Scale 1 (Ref. No. 14/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Harrow Education Office, 100 Cannonby Road, Harrow, Middlesex, by 30th May, 1975.

Physical Education

Other Posts on
Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LEA COUNTY MIDDLE SCHOOL
Slough
Required for September, 1975, TEACHER of Physical Education, Scale 2. The successful candidate will be responsible for the teaching of Physical Education to children in the school. The person appointed will join an existing staff of Physical Education Teachers and will be responsible for the development of the Physical Education Department in the school. Further details and application forms from the Headmaster, Leamington School, Slough, by 30th May, 1975.

Other than by Subject
ClassificationOther Posts on
Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LEA COUNTY MIDDLE SCHOOL
Slough
Required for September, 1975, TEACHER of Physical Education, Scale 2. The successful candidate will be responsible for the teaching of Physical Education to children in the school. The person appointed will join an existing staff of Physical Education Teachers and will be responsible for the development of the Physical Education Department in the school. Further details and application forms from the Headmaster, Leamington School, Slough, by 30th May, 1975.

DUNLEY

METROPOLITAN BOROUGH OF
GREENHILL MIDDLE SCHOOL
Greenhill, Leamington Spa, Warwickshire
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Greenhill Middle School, Leamington Spa, Warwickshire, by 30th May, 1975.

Scale 1 Posts

DORSET
ALLENBURY MIDDLE SCHOOL
Alisbury, Dorset
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 1 (Ref. No. 14/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Allenbury Middle School, Alisbury, Dorset, by 30th May, 1975.

NORTHAMPTONSHIRE

EDUCATION COMMITTEE
CHERRY TREE PRIMARY SCHOOL
Compstall Road, Roulley, Stockport
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Cherry Tree Primary School, Compstall Road, Roulley, Stockport, by 30th May, 1975.

Technical Studies

Other Posts on
Scale 2 and above

EDUCATION DEPARTMENT

PRIMARY SCHOOLS

Acresfield Nursery School (3-5)

Nursery Trained Teacher (Scale 1)

Sunny Brow Nursery School (3-5)

Nursery Trained Teacher (Scale 1)

Darnhill County Junior School (7-11)

Secondary Teaching Vacancies

Howarth Cross Middle School (10-13)

Humanities

Mathematics

English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

MIDDLE
Scale 2 Posts
continued

EALING

EDUCATION COMMITTEE
ALLENBURY MIDDLE SCHOOL
Alisbury, Dorset
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Allenbury Middle School, Alisbury, Dorset, by 30th May, 1975.

DORSET

ALLENBURY MIDDLE SCHOOL

Assistant Music Teacher (Scale 2)

Nursery Trained Teacher (Scale 1)

Darnhill County Junior School (7-11)

Secondary Teaching Vacancies

Howarth Cross Middle School (10-13)

Humanities

Mathematics

English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

Mathematics

Drama and English

Music

Head of Drama

Geography

SURREY
COUNTY COUNCIL

Applicants should be able to teach in general form subjects in addition to any other subject listed below. Generous relocation expenses and assistance with house purchase in approved areas. Salary Scale 2 (Ref. No. 13/TES) £141 PER ANNUM THROUGHOUT THE COUNTY. All groups and salary scales quoted are those following the Houghton Report.

POSTS OF RESPONSIBILITY

NORTH WESTERN AREA

BLACKDOWN COUNTY MIDDLE (180)

BROADMERE COUNTY MIDDLE (180)

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MIDDLE

continued

Music

Other Posts on
Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
CANNIBY ROAD, MERTON, SURREY
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Merton Education Office, 100 Cannonby Road, Merton, Surrey, by 30th May, 1975.

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following posts:
ASSISTANT MUSIC TEACHER
Scale 1 (Ref. No. 14/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Harrow Education Office, 100 Cannonby Road, Harrow, Middlesex, by 30th May, 1975.

Physical Education

Other Posts on
Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LEA COUNTY MIDDLE SCHOOL
Slough
Required for September, 1975, TEACHER of Physical Education, Scale 2. The successful candidate will be responsible for the teaching of Physical Education to children in the school. The person appointed will join an existing staff of Physical Education Teachers and will be responsible for the development of the Physical Education Department in the school. Further details and application forms from the Headmaster, Leamington School, Slough, by 30th May, 1975.

Other than by Subject
ClassificationOther Posts on
Scale 2 and above

BERKSHIRE
SLOUGH DISTRICT
LEA COUNTY MIDDLE SCHOOL
Slough
Required for September, 1975, TEACHER of Physical Education, Scale 2. The successful candidate will be responsible for the teaching of Physical Education to children in the school. The person appointed will join an existing staff of Physical Education Teachers and will be responsible for the development of the Physical Education Department in the school. Further details and application forms from the Headmaster, Leamington School, Slough, by 30th May, 1975.

DUNLEY

METROPOLITAN BOROUGH OF
GREENHILL MIDDLE SCHOOL
Greenhill, Leamington Spa, Warwickshire
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Greenhill Middle School, Leamington Spa, Warwickshire, by 30th May, 1975.

Scale 1 Posts

DORSET
ALLENBURY MIDDLE SCHOOL
Alisbury, Dorset
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 1 (Ref. No. 14/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Allenbury Middle School, Alisbury, Dorset, by 30th May, 1975.

NORTHAMPTONSHIRE

EDUCATION COMMITTEE
CHERRY TREE PRIMARY SCHOOL
Compstall Road, Roulley, Stockport
Headmaster, Mr. J. H. Price
Vacancies for the following posts:
ASSISTANT MUSIC TEACHER
Scale 2 (Ref. No. 13/TES)
The successful candidate will be responsible for the teaching of Music to children in the school. The person appointed will join an existing staff of Music Teachers and will be responsible for the development of the Music Department in the school. Further details and application forms from the Headmaster, Cherry Tree Primary School, Compstall Road, Roulley, Stockport, by 30th May, 1975.

MIDDLE

continued

METROPOLITAN
BOROUGH OF
BURY

Teaching posts for September, 1975. unless otherwise stated.

Candidates serving their first teaching appointment should indicate the County in their request for application forms. The salaries for the positions referred to in this advertisement are shown in the additional table of the threshold figures at the date of 1.9.75 per annum.

Forms of application for the following teaching appointments obtainable from and returnable to the Director of Education, Town Hall, Bury by the dates indicated unless otherwise stated.

HIGHER LANE COUNTY JUNIOR SCHOOL,

Higher Lane, Whitefield M25 7FX
(Ref. No. 1)

DEPUTY HEAD TEACHER

Grundy County Primary School,
The Lags, off Hollins Lane, Bury
(Group 5 School)

ASSISTANT TEACHER (Scale 2)

Greenmount County Primary School,
Hollins Lane, Greenmount, near Bury
(Ref. No. 2)

ASSISTANT TEACHER (Scale 2)

St. Joseph's R.C. Infant School,
Dunsmore Drive, Bury BL9 6ER
(Ref. No. 3)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 4)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 5)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 6)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 7)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 8)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 9)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 10)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 11)

ASSISTANT TEACHER (Scale 1)

Whitefield County Secondary School,
Albion Road, Whitefield, Manchester M25 6PH
(Ref. No. 12)

ASSISTANT TEACHER (Scale 1)


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THE TIMES
Higher Education
SUPPLEMENT

**Available every Friday
from newsagents.**

Price 12p

CAREERS GUIDANCE

A Working Party Report
for
Careers teachers and
Careers officers
giving practical advice on :
careers education programmes,
the role of careers departments
the work of careers officers
the work of a Careers Adviser
day release ; work experience ;
linked courses ; interviewing ; careers
associations and other matters.

Price 25p. (30p to include post and packaging)
(send remittance or official order)

County Education Officer, Cleveland County Education
Department, Woodlands Road, Middlesbrough, Cleveland

CLEVELAND
EDUCATION COMMI
SECONDARY TEACHING

APPOINTMENT:

BRUNNEN SCHOOL, Marsh House Avenue, Birmingham, Cleveland 17, Ohio 44114. (Students 500+).

Required for September, 1972, a teacher to be responsible for CLASSICAL STUDIES, SCALE 3 post (Hauptman). Classical studies is taught to all pupils of this seven-year-old, first Comprehensive, Private, Catholic, day school. The curriculum runs up Latin and C.S.E. Classical Studies courses are new being developed. The successful candidate will have had good experience of C level Latin teaching (Cambridge Schools Certificate Project) and enthusiastic for extending a knowledge of the Latin language to the non-Latin pupils. The successful candidate will exchange with the adjacent Sixth Form College may enable the successful candidate to teach above C level.

Financial assistance with household rental expenses is available for approved candidates. Temporary housing accommodations may be available if required.

Applicants may be asked by letter to an application form obtainable from the Head Teacher at the address shown above. Applications may be made by letter to the Head Teacher regarding education, training, qualifications and experience together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 10 days of the appearance of this advertisement.

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JAN 10 1968
U.S. DEPT. OF JUSTICE

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1. The first step is to identify the problem.
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SCHOOL FOR GIRLS
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BURBURY DIVISION
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by letter, giving him the name and address of the headmaster, Sirne Bop Academy, Bullockstone Road, Herra Kend.

NOTICEABLE - SIR WILLIAM
OF THE SECONDARY SCHOOL
Local 1078 (Herra Kend)
The headmaster, Sirne Bop Academy, Bullockstone Road, Herra Kend, was well coordinated and well coordinated.

NOTICEABLE - SIR WILLIAM
OF THE SECONDARY SCHOOL
Local 1078 (Herra Kend)
The headmaster, Sirne Bop Academy, Bullockstone Road, Herra Kend, was well coordinated and well coordinated.

SECONDARY SCHOOL
The new Vele Road Secondary School for Seniors, on the site of the old Vele Road Primary School, for 500 pupils, is a fine example of modern architecture. The school is well equipped with a full range of modern equipment and has been moved into the well equipped buildings.
The new Senior High School is at the school with a full range of modern equipment and has been moved into the well equipped buildings.

STONE DIVISION
The new Stone Division, on the site of the old Stone Division, for 500 pupils, is a fine example of modern architecture. The school is well equipped with a full range of modern equipment and has been moved into the well equipped buildings.

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FILMS

TUTTO E SACRO

Robin Wood on the work of Pasolini



A scene from "Arabian Nights".

Pasolini's rich and often puzzling creative personality derives from a conjunction and collision of diverse, uneasily compatible elements: Catholicism, Marxism, his experience of the slum life that forms the material for the early novels and his first film *Accattone*, and a frankly acknowledged homosexuality. If the Catholicism now appears definitely cast off (especially its emphasis on guilt and self-sacrifice), something of it lingers on in Pasolini's fascination with myths of the Fall and with ritual.

His Marxism is regarded by orthodox Marxists with growing suspicion. For Pasolini, liberation is intimately bound up with a sense of the aliveness of things. The century's discourse that opens *Medea* inevitably (for English viewers) evokes Blake—"*Tutto e sacro*" or "Everything that lives is holy"—and it is a film that D. H. Lawrence would surely have loved. Marxism, on the other hand, seems bent on reducing everything to dead matter, data for analysis.

Arabian Nights is no more Marxist than Catholic. The magical world it so magnificently creates ("magical" here being synonymous with the Blake/Lawrence notion of

"aliveness"), pre-Christian and pre-lapsarian, is "materialist" only in its vivid sense of the identity of things, the delight in what is, expressed through Pasolini's response to the sensual and the concrete. Not for him soft focus and "lyricism": the film's captivating visual beauty lies in a physicality of people, places and objects, photographed with the sharpest possible definition and the utmost vividness of colour. With this goes the refusal to interpret or psychologize the myths and fairy tales which Pasolini delights in narrating: a refusal that only superficially distinguishes the later films from *Oedipus Rex*, whose post-Freudian framework was concerned rather to insist on the myth's continuing relevance than on its detailed interpretation. He shares with Marxists, of course, an attitude to bourgeois life and ideology, the "fallen" world of *Theorem*, the intrusion into which of Terence Stamp's pan-sexual fertility-god awakens the characters to awareness of their alienation.

Pasolini treats the *Medea* story as a complex myth about alienation and the Fall. While Jason is a child, he sees Chiron as a centaur and "everything is sacred"; when he

grows up, Chiron is a man, and Jason has fallen from the natural/supernatural state of grace. In his pursuit of the golden fleece, the fallen man enters Medea's primitive world based on fertility ritual: there is an extraordinary sequence of human sacrifice in which the victim, a beautiful smiling youth wearing sheaves of corn on his head and over his phallus, is killed and dismembered, his bloody heart wiped across the leaves of young trees, his inner parts buried in a field of barley. Here, the fleece is an object of veneration and potent magic: carried off by Jason, it becomes just a bit of luggage. Paralleling this is Medea's loss of living contact with the earth: deposited on an alien shore in a wilderness of cracked mud, among men who have lost all sense of ritual and who "do not mark the centre", she cries out in horror, "Speak to me, Earth, I have forgotten your voice." Her magical powers, which she believes she has lost, ambiguously survive, but turn destructive and perverted. We see the revenge on Glauce (the princess for whom Jason abandons Medea) twice: first as Medea imagines (wills?) it, then as it happens in reality.

The first version retains elements of magic and ritual: her children, bearing the gifts of clothing to Glauce, wear wreaths of white blossoms on their heads; Glauce, attired in the dress, bursts into flames. The second version, lacking the terrible beauty and wonder of the first, is capable of psychological explanation: Glauce, already sorrowful at the grief she has caused, gives way to despair at the (apparent) generosity and pathos of Medea's gifts, and casts herself from a high wall. Medea's murder of her own sons, treated as quiet, tender ritual—marks the final perversion of her natural feeling; the progress of the film is from Chiron's opening "Everything is sacred", to Medea's final cry to Jason from the blazing castle, "Nothing more is possible, ever."

Arabian Nights—surely among the loveliest films ever made, and with *Medea* Pasolini's finest work in colour—is concerned with a world whose people are neither repressed nor alienated, a world whose central value is the sense of wonder. Yet he is never tempted into an idealizing sentimentality: his world of free impulse and do-

sire, lacking the Christian virtues of compassion and self-sacrifice, is a world of pain and cruelty as well as love. It is a world that recognizes paradox and conflict as inherent in human life even when it is freed from all inhibition. A "foreword" tells us that "the complete truth does not lie in one dream but in many dreams," and the idea is reiterated at the climax of one of the stories, the union of the princess with the huntsman who has exorcized her hatred of men by constructing a mosaic that rewrites her traumatic dream.

The film's complicated structure, wherein characters in the narrative tell stories that are promptly visualized, to the point where one extended sequence (the story of how the two workmen became "brothers in God") is a story within a story within a story, allows for complex contradictions and mutual qualifications between the parts. For example, the "brothers in God" story is based on the assumption that "... destiny governs our lives, nothing more", while the story of the mosaic, within which it is contained, celebrates the individual's triumph over destiny, and the story of Aziz and Aziza is based on notions of personal choice. The richness of the life Pasolini creates is in the multiplicity of its potentialities.

Central to the thematic structure is the proposition voiced by Aziz that "fidelity is splendid, but no more than infidelity". The *Aziz/Aziza* story treats this theme tragically: Aziz's neglect of Aziza when he surrenders to his passion for Badur culminates in her suicide and (when he is unfaithful to Badur as well) his castration. Yet in the story of Nureddin and Zumurrud which provides the film's framework, Pasolini gives the theme a different inflection. When Zumurrud is abducted, Nureddin, unable to live without her, searches for her from city to city, his search providing the thread that holds the film together. He is repeatedly deflected from his search by encounters en route, each delightful in itself, as he is enticed into sexual play with woman after woman (ultimately, with three at once).

Yet Zumurrud is never really forgotten—the search is always resumed, and Nureddin's true fidelity (untouched by his deviations) even-

tually rewarded in one of the cinema's most captivating endings. The apparent contradiction between the Aziz story and Nureddin story can be easily enough: that for fidelity must be judged on emotional, not physical, criteria. But particularly beautiful in this is which the fidelity/infidelity opposition finds metaphorical expression in the film's structure: start with Zumurrud and Aziz are continually led aside in digressions, but always return, beneath our transitory involvement in the digressions, our anxiety over the fate of the lovers is never just as Nureddin's awareness of absolute need for Zumurrud awakes all the relative delusions, encounters.

A central Marxist dilemma in the tension between the myth that everything is ideological determined, that there are no things as eternal truths, and notion of the need for liberation if everything can be explained ideologically, what is left of a liberated? Pasolini's recent myth (of which *Arabian Nights* is much the best as *Canterbury Tales* is the worst) can be seen as an attempt to create a "liberated" world of pure impulse and essential beyond ideological determination, a world in which the living, "impure" identity of things can be perceived. The frank homosexual love behind the films is important, several reasons. Certainly unable to respond to Pasolini's celebration of male beauty as one of their major delights, might argue that the sexual pleasure in the male body is not so naturally and unashamedly self-conscious or propagandist, does even reaching thematic prominence, gives the film a significance for the cause of Liberation; and, unlike the makers, they are free from the tendency to degrade women to work that facilitates the desire from bourgeois norms of family and, from the point of view of modern engineers, an inevitable association of power with procreation. Liberation has more persuasive advocates.

In education, to quote a recent review in this journal, there is no fixed body of knowledge to be injected into the minds of the young, only problems to be formulated and solutions to be tested. This, of course, the essence of scientific method, the core of progressive science syllabuses and the aim of many educational broadcasts.

In practice, however, the body of knowledge is often allowed to get in the way either, in presentation, deliberately or, in interpretation, unconsciously. It is, therefore, encouraging to see that next year's *Exploring Science* (BBC/TV) will incorporate a new programme on problem solving which will demand both thought and imagination from the viewers. The lesson of the programme will be echoed in the rest of the series. We shall see how well it is followed by the *Exploring Science* and how modern engineers have adapted some of his ideas in the building of the Severn Bridge. We shall also be invited to survey and

E.V. YAWNING GULF

Robert Shaw

"I offer it to back up the teacher who wishes to give the secondary modern pupil a glimpse of the inheritance—a glimpse which opens up the possibilities of what the organized word can bring into the personal life, in terms of civilization... In terms of expanding the capacities of soul of a new generation." The writer is David Holbrook: the extract is from his *Rightful Memory*; the date is 1961; the list is of suggestions for close study with the fourth year, a list which includes Hardy, Conrad and Dickens. (Another list he gives—for individual reading—includes Lawrence's short-stories, *The Drabblers*, *The Machine Stops* and Graham Greene.)

"The aim of the series is... enjoyment and reading of books" says the Introduction to Peter Forster's *Adventure* (BBC 4; Fri 2.40 for RSLA and CSE English groups). The authors presented this year include Wells and Heller,

but the level is more properly indicated by mention of Alexander Cordell, M. R. James, Bram Stoker and Robert Heinlein. We are 14 years and some radically different criteria away from the Holbrookian ambition. Someone has blundered. *Adventure* is now a couple of years old. It set out to interest young people with "a limited interest in reading". It also hoped to relate extracts to "similar material" on radio, film and television. Such a mixture of science fiction, Bill Naughton, Drexler, thrillers, railway accidents in 1874 and tired stereotypes of Red Indians is neither new (in fact, reluctant readers somehow remain reluctant after familiarizing themselves with such material long before *Adventure* brings it to them) or likely to stimulate the jaded literary palates—or much worth the effort. It is possible that Leon Garfield's *Black Jack* will prove an exception.

As for film, television and radio link-ups, there is, in the present term's scheme, neither scope for

them nor advice to the teacher on how to effect them. And, in case CSE should be blamed, let it be said that few CSE English schemes approach the low intrinsic value that *Adventure* offers. The trouble with *Adventure* is that it is neither "civilizing" and "worthy" in Holbrook's terms, nor jazziily witty according to the ephemeral ("interest them at any price") canons of the progressives.

Possibly the trouble is that the editors feel no great effort can be demanded, and, as we all know, that means the reader/listener will get as little as that from the experience. Holbrook's "glimpse of inheritance" and "expanding... soul" found sceptics in 1961, but, at least, you could feel (in return for the hard work demanded) that children might learn from such reading something of the complex relations that are life. Mr Forster's list will not provide them, and, if such a middle-brow exercise fails, where next can you go but in search of yet easier lures.

NO ABSOLUTES IN SCIENCE

Frederick Aicken

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scrutinize the problems of finding and extracting metals and fuels and making more imaginative use of the sun's energy.

The same theme was echoed in one of a useful series of talks by the late Jacob Bronowski, currently broadcast on Tuesday nights on Radio 3. There are no absolutes in science, he reminded us, and many of our troubles stem from the assumption that the observation does not apply to other fields of human activity.

The true scientist approaches a new problem with humility, applying his experience of the past with imagination but also with caution arising from his anticipation of new features. This unlikely alliance of adventurousness and caution is obvious in a trial of radio programmes (to be broadcast on June 8, 14 and 20) on transition from primary to secondary education.

Collectively entitled *Think*, these programmes aim to interest children of 10 to 12 in those aspects of thinking which relate

BRIEFINGS

RADIO AND TV

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The Roof Over Your Head (Tuesday, 18.30, Radio 3).

A new series which examines the factors which determine the availability of different kinds of housing and gives practical advice on the difficulties of obtaining and maintaining a house.

A Stranger Abroad (Tuesday, 19.00, Radio 3).

A repeat of two short stories about Israel and Holland. This week those planning to visit Holland are introduced to the language, culture and characteristics of its people.

Turning Points (Thursday, 19.00, Radio 3).

Documentary case-studies showing situations in which individuals have been confronted with important personal decisions or events that have significantly altered their lives.

I See What You Mean (Sunday, 12.00, BBC 1).

How do you react when you discover someone is deaf? The National Theatre for the Deaf act out 12 typical reactions with devastating accuracy.

Parents and Children (Sunday, 13.25, BBC 1; Monday, 19.05, BBC 2).

Chinese children start each day reading for senior pupils of the Chalmers, Mao and even young children spend part of the day working. Compares the first day at school in Russia, China and England.

For schools

Countdown (Monday, 9.38, BBC 1).

"Don't Fence Me In" (part 1) is set in the Peak District and should be of interest to those listening to *Outdoor Education* (VHF 4, Friday, 14.20). Aimed at 14 to 16-year-olds with help with angle-measuring and use of map scales and grid references.

Le Nouvel Arrivé (Monday, 11.40, Wednesday, 9.5, ITV).

This week Stephen goes on an "excursion". Together with two

French families he visits the Chartraine monastery and then goes down the valley for some first-hand experience of a secret liqueur. *Over to You* (Tuesday, 10.30; Fri, Wednesday, 9.45, ITV).

A general English series for nine to 11-year-olds to arouse interest in a wide range of themes. This week's programme on "Fur" shows animal markings, the fur industry and its ethics and invents new fur markings as protective mimicry.

Going to Work (Tuesday, 11.18; Thursday, 11.00, BBC 1).

A documentary film made in Glasgow and Coventry. Looks at the work of two young people in Community Industry, an agency financed by the government to help the young unemployed gain confidence and eventually employment.

Facts for Life (Tuesday, 11.40; Wednesday, 10.10, ITV).

A programme entitled "The Invention" for senior pupils of human biology and health education. Information is given on dental care, food hygiene and immunization. *History: Long Ago* (Tuesday, 11.00, VHF 4).

The story of the last Anglo-Saxon king, Harold Godwinson. The Battle of Hastings is left for the next programme, and Harold's popularity, his election to the throne and victory at the battle of Stamford Bridge are portrayed here. For 8 to 11-year-olds. *History 1917-73* (Wednesday, 9.38, BBC 1).

"Mao's China" for 14 to 16-year-olds—looks at the evolution of Chinese social, economic and political life from when the communists came to power until the end of the cultural revolution. Unique film on land reform, teaching methods and the Red Guards.

Discovery (Wednesday, 11.20, VHF 4).

Unit on "Kites and Flight" begins by explaining to 9 to 11-year-olds the material existence of air, and how it supports flying machines. Aims to stimulate experimental work.

Orchestra (Friday, 10.55, VHF 4).

Ting Tang the Elephant, which has been played in parts in previous weeks is now brought together and narrated in its entirety by Johnny Morrissey, aided by the Bedfordshire Youth Orchestra.

The week's diary

Saturday, May 17—Science Museum. Lecture "Quasars" 15.00. South Kensington, SW7.

Institute of Child Health. Symposium "Operation and Management of the Medical Lecture Theatre". 9.00. Kennedy Lecture Theatre, The Institute, 30 Guilford Street, WC1.

Goldsmiths' College. Gala concert. 19.30. The College, New Cross SE14.

Sunday, May 18—Institute of Management. Course "Industrial Relations Training Laboratory". Until May 23. Richmond Hill Hotel, Richmond, Surrey.

Monday, May 19—Castle Priory College. Course "Home Help Organizers". Until May 23. Thame Street, Wellingford, Oxfordshire.

Leeds University. Institute of Education. Short course "Art in the Primary School". Daily 9.30-10.30, until May 22. Ilkley College of Education.

Tuesday, May 20—University College London. Public lecture "Admiral Sumner and Sweden". By Gunnar Fogel. 18.00. Gower Street Theatre, Gower Street, WC1.

The Royal Institution. Schools lecture "Signals from Inside Your Body". 17.30. 21 Albemarle Street, W1.

The British Academy. Exchange lectures with Accademia Nazionale dei Lincei. "The Arts and their Cultural Heritage". 19.30. 11 Bedford Square, W1.

May 21—Burlington House, Piccadilly, W1.

King's College, London. "The

Future of South Africa" by Dr. Alan Paton. 17.00. The Strand, WC2.

Wednesday, May 21—The London History Teachers' Association. AGM and lecture "Autocracy in Russian History". 17.15. Institute of Education, Malet Street, WC1.

North Western Regional Advisory Council for Further Education. Seminar on general information by Sector C of the Technician Education Council. 13.40-16.30. Bolton College of Education.

Polytechnic of the South Bank. Symposium "Better Buildings by Collaboration". 9.30-10.30. The Faculty of Construction Technology and Design, Wandsworth Road, Vauxhall, SW8.

27th Congress of the European Steel Centres. Until May 22. Hotel Metropole, Brighton, Sussex.

The Royal Society. Meeting for Discussion. "Review of the UK Contribution to the I B P". 10.00. And on May 22, 6 Carlton House Terrace, SW1.

Thursday, May 22—London School of Economics. Public lecture "Character and Self-Knowledge". By Patrick Gardner. 17.00. Houghton Street, Aldwych, WC2.

The Institute of Mathematics and its Applications. Wessex branch. Lecture "Why isn't Newton good enough?" by Professor Hermann Bondi. 19.20. Southampton University.

Conventry Cathedral. Seminar on the European Economic Community. "The Royal Institution. Thursday evening discourse "Collapse". 21.00. 21 Albemarle Street, W1.

FILMS

Two new films are now available from Guild Sound and Vikon.

The Chalk Stream Trout is a survey of breeding trout. It has been made in the natural and very beautiful scenery of the River Test and includes a study of river life—waterholes and the underwater animal life—on which the trout feed in the river. There is also a sequence showing the hatching of a trout.

James Robertson, Justice, as the angle, demonstrates the art of catching trout on dry fly and with

a net. A rainbow trout provides a spectacular sequence with its wild jumps and acrobatics.

The second film, *The Falcon Gentle*, is a documentary about falconry; formerly the sport of kings, it presents a close-up introduction to falcons and their work at the sport. It ends with a plea for falconry, whose numbers are being sadly reduced everywhere in the world.

Guild Sound and Vision Ltd, Wandsworth House, Wandsworth Road, London, SW8 9PE.

CAREERS IN MUSIC

Robin Maconie

Margaret Fortesque, assistant appointments officer at the University of East Anglia, has sent me a copy of a booklet called *Careers in Music* which she has written in conjunction with Geoffrey Perrin, appointments officer at York. It is new, thoroughly researched, hard-headed and to be recommended without reserve to students contemplating a life in some way connected with music, and to career officers called upon to advise them.

The booklet is sobering reading: have yet to come across a publication on careers in music which was not a charter of gloom, but the exceptionally detailed references of this latest contribution somehow enhance the grim picture of a society hopelessly ill-equipped to make positive use of even a ludicrously small national output of university music graduates (385 in 1973). A word of advice, nevertheless: *Careers in Music* is designed to be read in the first instance by students taking a degree in music. One of the main reasons why such people find it so difficult to obtain appropriate employment is that the degree system concentrates in music universities on the music profession, only to add large to the teaching of research career. Most careers in music are only indirectly connected with the music profession, and are to be found in the music industry, in the music business, in the music publishing industry, in the music education industry, in the music administration industry, in the music management industry, in the music marketing industry, in the music distribution industry, in the music retail industry, in the music wholesale industry, in the music export industry, in the music import industry, in the music licensing industry, in the music copyright industry, in the music trademark industry, in the music patent industry, in the music invention industry, in the music discovery industry, in the music development industry, in the music production industry, in the music distribution industry, in the music retail industry, in the music wholesale industry, in the music export industry, in the music import industry, in the music licensing industry, in the music copyright industry, in the music trademark industry, in 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